Let's Study FOODS

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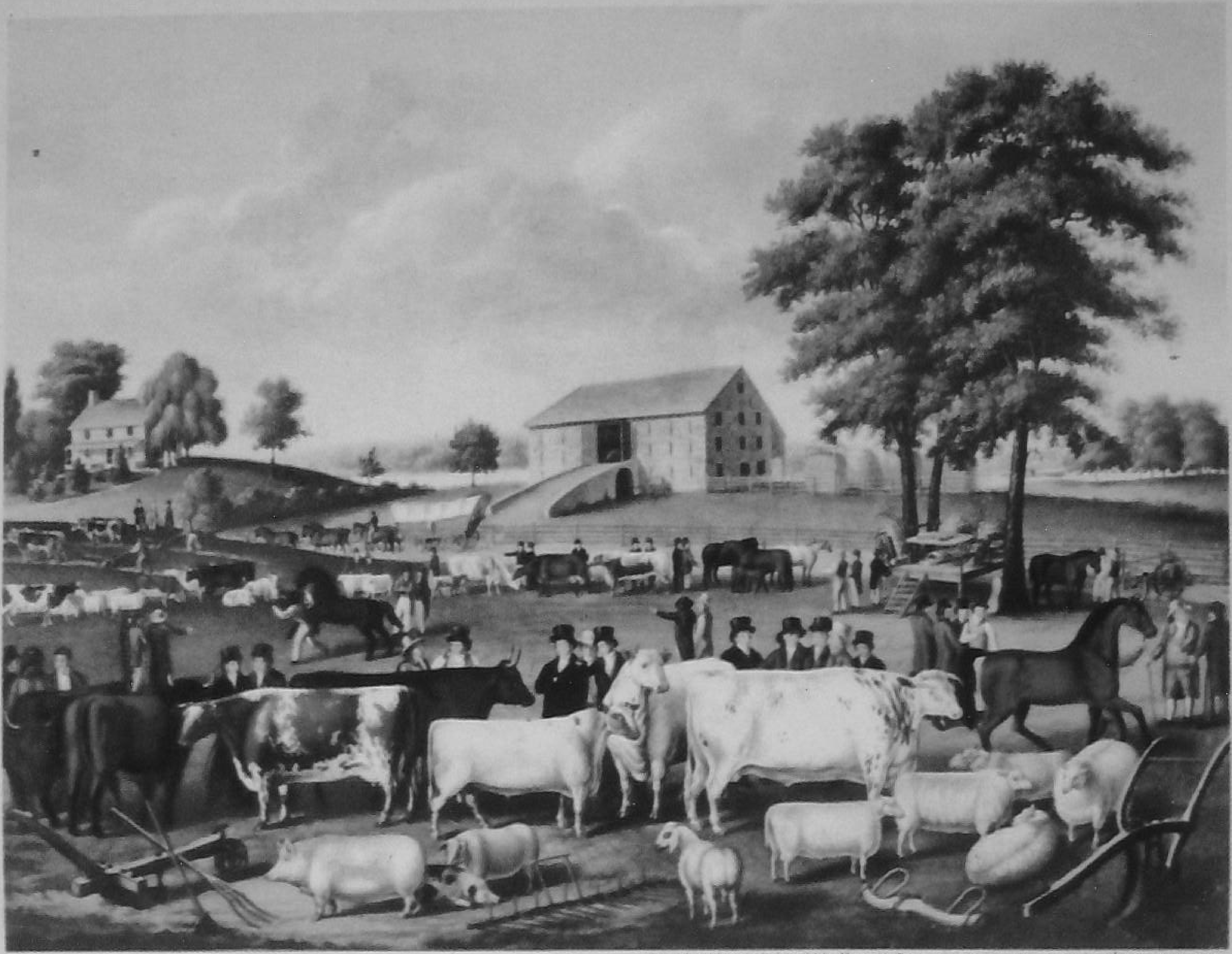
LET'S STUDY FOODS



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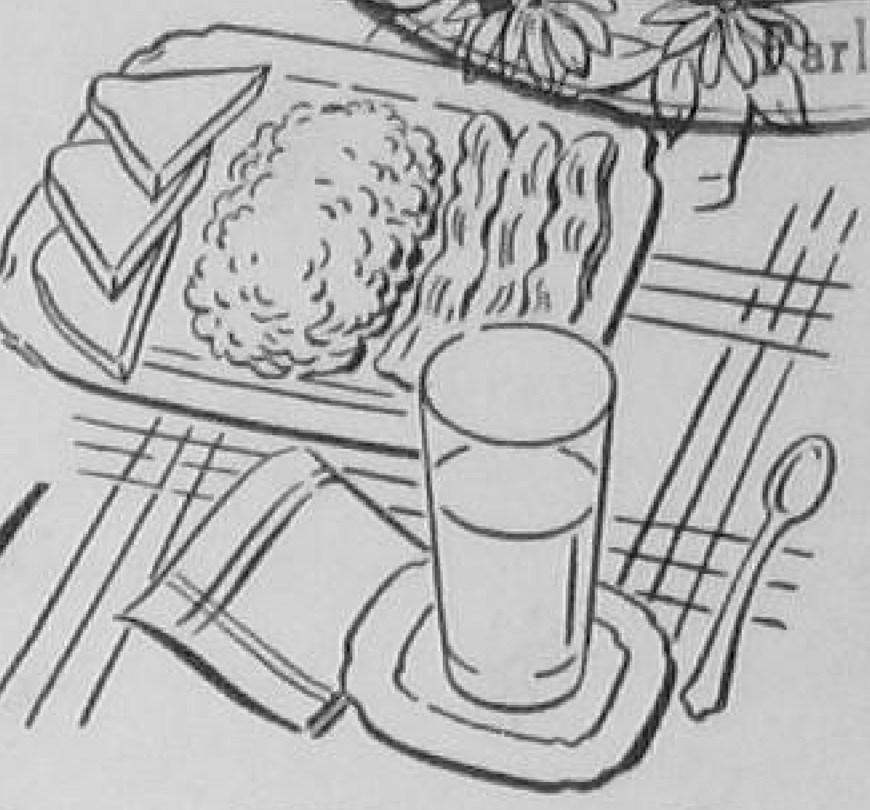
COUNTY FAIR — 1820

Let's Study FOODS



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Preface

Food roots are not the only ones which have penetrated deep into American soil. The pioneers cultivated more than the ground around and about them. By their deeds they tilled the soil for the growth of the American way of life and American traditions. Watchful care and appreciation of these values are necessary if we are to keep our heritage of democracy and the freedom of the individual.

The authors devote what may seem a disproportionate amount of space to tracing the development of our American ideals. If the youth of today has no realization of the privations, the fortitude, the ingenuity, and the faith of his forebears he cannot appreciate the ease and comfort he now enjoys.

A new country, like a young sapling, has nothing but taproots. When the tree has grown and the country has matured, the roots have spread far, deep, and wide. The United States is now old enough to take pride in its beginnings, even to look back with a certain degree of nostalgia to the "good old days."

In addition, the authors feel it is essential for young people to have a feeling of belonging and a sense of stability that can come only from family care, love, and unity. These days of insecurity make this appreciation of being a part of a family doubly necessary. For that reason much attention is paid to family life of yesterday. Until today's children are made conscious of that background they do not appreciate the encompassing shelter which it gives.

A building up of national background, an appreciation of family solidarity, and a realization of the immense part that food plays in our national economy have motivated much of the

authors' choice of subject material. But subject material in textbooks is put there for use and not for theorizing. The following points are suggested for its use.

The material is planned for both boys and girls as is obvious when the text is read. Consideration has been given to their interests and activities. This is true, especially, in the pupil experiences. These, incidentally, have been tried and not found wanting by the boys and girls who have participated in them.

To broaden their appreciation of literature and to show them that the mention of food runs like a scarlet thread through much that has been written, the pupil references lead them far afield in the books on the shelves, at home, or in the library.

Any discussion of nutrition is apt to lag behind the never-ending stream of new findings which come continuously from research laboratories. But insofar as possible, the material presented is up to date and adapted to the age and experience of the students.

Students of today should be intensely aware of broadening horizons. To show them how much is involved in the food they eat, a generous amount of space has been allotted to the discussion of the production, manufacture, and marketing of food. Never again should a candy bar be just a candy bar to them.

The development of the book follows a logical sequence but this does not mean that other sequences, equally logical, may not and will not be developed by the resourceful teacher who fits the subject matter to her particular situation.

Lastly, the authors themselves have a real enjoyment of food. They have attempted to convey this same pleasure to the students so that anything connected with food — its selection, purchasing, preparation, serving, and eating — will be fun.

Drudgery never attends work in which one takes an interest. *Let's study foods.*

FLORENCE LAGANKE HARRIS
RUTH ADELE HENDERSON

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LET'S STUDY FOODS

"Behind the plow that turns the earth that yields the food —
Behind machines that make the plows that turn the earth —
Behind the train and plane and truck that bear the food —
Behind the store that stocks and sells the food —
Within the homes, the grand and mean, where food is eaten —

We stand — 130 million people

WE MUST BE STRONG."*

* Reprinted through the courtesy of Consumers' Counsel Division of the U. S. Department of Agriculture, taken from *Consumers' Guide*, Vol. VI, No. 20, September, 1940.

Unit I. America and Its Food

"BEHIND THE PLOW THAT TURNS THE EARTH THAT YIELDS THE FOOD —"

When you take a course in home economics, in general science, or in agriculture, you find that food is important. That is because the subject is as big as all outdoors and certainly more involved than any single meal you may prepare in a home economics class or any candy bar that you eat on the way home from school.

For instance, take the foods class in which you are now enrolled. What is included in the course, do you suppose? You say your father hopes you will learn to cook; Mother wants you to learn to eat more foods which are good for you; and you — well, — part of the class period, you hope, will be spent in cooking and in eating. You know you will learn food facts, too. But beyond this you are vague.

Let's start with a fact that may be new to you and certainly is startling. The average person eats one ton of food a year. One ton weighs two thousand pounds. You weigh about ninety pounds — maybe one hundred. Then in one year you eat at least twenty times your weight in food.

Here is another fact: there are 130 million people living in the United States. If each one of the 130 million eats a ton (2000 pounds) of food it will require 260 billion pounds of food a year to satisfy the appetites of the people living in the United States. Suppose we try to make that figure a little plainer. A coal truck which you often see on the city streets holds about two tons. Imagine a parade of 65 million of those trucks filled with food

and you can get an idea of the amount of food that the people in the United States eat in one year.

Where do you suppose all that food comes from?

Did you do any traveling during the summer vacation? Did you get into neighboring states or did you stay more closely at

American Guernsey Cattle Club

THESE WELL-FED, WELL-HOUSED, PURE-BRED COWS GIVE MILK OF THE HIGHEST QUALITY

home? Did you drive through cities as well as the country and the smaller towns?

Do you recall what you saw in those small towns? Remember Main Street? At least one store which sold food was on that street, was it not? If the town was of fair size, you saw grocery stores, meat shops, candy stores, bakeries, drugstores, restaurants.

After you left the town you drove along the countryside. You saw some land that was uncultivated but, if your eyes were sharp, you spied some cows or sheep way off in a far corner of that pasture. You saw pigs, you saw chickens and turkeys. You saw fields of wheat and oats; fruit orchards and vegetable truck farms. If you motored up or down the coasts or beside rivers and lakes you saw fishermen. They may have seemed very inactive and lazy, so it may surprise you to know that three billion pounds of fish, oysters, and clams are caught and sold each year.

When you stop to think of it, you saw food either being sold or growing or walking around or swimming in the waters almost everywhere. Do you understand now why we said that the subject of food was as big as all outdoors?

The kind of animals that you saw on the farms and the varieties of foods you saw growing depended upon the part of the United States you visited as you traveled. Down in Florida you did not see many cows grazing in green pastures, but you saw hundreds of orange groves. It was in Wisconsin that you saw the grazing herds. In Idaho you passed field after field of potato plants, but you would have seen more of them had you been traveling through Maine. New York State, you may recall, had large orchards with cherry trees, apple trees, plum trees, pear trees. California had some orchards, too, of cherries, prunes, and peaches. It was in California that you saw the orange groves and vineyards which stretched end on end for miles. In Arizona you recognized lettuce, green and fresh and crisp. In Massachusetts you saw squashes ripening on the vines. Peach trees were beautiful to see whether they were in Idaho, Arkansas, Michigan, or New York.

We might think of the United States as one great patchwork quilt covering almost three million square miles. This patchwork quilt is made up of growing things which cover the ground. There are forty-eight blocks or states in this quilt and each block presents a different picture because climate, soil, and custom have dictated the growing patterns of the state.

Corn Industries

"FIELDS OF WAVING CORN"

In talking about the foods you saw growing, no mention has been made thus far of a plant which covers more acreage than any other. Before we name that plant suppose we find out what we mean by acreage.

The usual back yard measures somewhere around 30 feet × 60 feet or — said in another way — it contains 1800 square feet. Now it takes 43,560 square feet to make one acre. You would have to put at least twenty-four back yards together to make an acre.

In 1938, 92 million acres of land were producing one crop alone — corn. Do you have imagination enough to see the billions upon billions of cornstalks shooting up all over the United States? The Golden Bantam corn and the other kinds of sweet corn that we eat so enthusiastically in September are not counted when we talk about the corn crops on the 92 million acres. The corn — two billion bushels — which grew on those acres was destined to be used for other purposes — fed to stock, ground for cornmeal, made into grits and hominy, cornflakes, dextrose, and corn sirup.

In the United States the second largest crop is wheat. Seventy-two million acres were planted with wheat in 1938. And after the wheat was threshed our granaries held almost one billion bushels.

Livestock represents another phase of activity. Recent government figures showed that there were 75 million cattle, almost 58 million hogs, and 48 million sheep and lambs flourishing on farms and ranches.

Food Is Big Business. Do you begin to see how big this question of food really is?

How many farms do you suppose there are in the United States? The 1938 figure tells us there are six and one-half million farms. It also tells us that in 1938 about one quarter of all the people who live in the United States lived and work on those farms. In 1838, about one hundred years ago, three quarters of the people in the United States made a living by working on a farm. Today the figure is cut to one quarter and the queer thing is this: more crops are raised today than were raised one hundred years ago. Then why are not more people working on the farms? And the answer is — their place has been taken by machinery.

PUPIL EXPERIENCES

1. Ask a member of the class who has visited another portion of our country to tell the group about the raising of some particular food which is not familiar to many of you.

2. Find out the food or foods which your state supplies in large quantities for our country's market basket.

3. Can you think of any voyages undertaken, any discoveries made, or any colonization carried on either in our own or in foreign countries because of the desire for a special food or for more land to cultivate?

4. Have some member of your group tell the Bible story of "Joseph and His Brethren" and the important part that grain played during the "seven lean years."

5. If your food supply from outside were cut off from your local community for three or four weeks because of disaster, weather, or

strikes, what foods would you miss most? What foods could be supplied by the surrounding countryside, within a distance of ten to twenty miles?

6. Tell some of the legends which were believed, and customs concerning corn which were practiced by the Indians in earlier times. For this information read either *Foods America Gave the World* by A. H. Verrill, Chapter I, or *Good Stories for Great Holidays* by F. J. Olcott, or *The Story Book of Foods from the Field* by M. and M. Petersham.

7. Name five foods or dishes which we commonly prepare from corn and five foods or dishes prepared from wheat. (Example: mush — corn; crackers — wheat.)

8. Play the food game "Who Am I" with members of your class. Divide the group into two sides, having an equal number of persons on each side. Ask questions which members have made up about foods commonly eaten. The side guessing the most questions wins. The following are some examples of the type of question to ask:

a. I am a large, orange-colored fruit of a vine which was grown by the Indians long before the time of the Pilgrims. I ripen late in the fall and am sometimes planted between the rows of corn. My chief use is for pies, although I am very popular for another purpose at Halloween. Who am I? (Answer — pumpkin.)

b. I am manufactured from the root of a plant which is poisonous in its raw state. My home is in tropical or semitropical countries. I usually come in small, irregular granules or pieces but can also be bought in the form of tiny, round balls. My color is white but recently I have been colored and sold in shades of pink, green, and yellow. I am used for puddings. Who am I? (Answer — tapioca.)

9. Read "Round Up on a Cattle Range" by W. W. Thayer in the book *In Our Times* by A. B. Hart. Find out how cattle belonging to different owners are separated and selected. In what part of the United States would you find these cattle ranges?

Or

Read about the beef supply in the early days and the development of the beef industry in *The Nations Today* by L. O. Packard, C. P. Sinnott, and B. Overton. Explain the terms "cattle rustler," "cowpuncher," and "cattle drive."

10. Bob and Betty, who are brother and sister, have eaten the following foods for their meals during one day:

Breakfast	*Luncheon*	*Dinner*
orange juice rolled oats — cream and sugar bacon buttered toast milk	creamed salmon on toast grapefruit salad — French dressing (cottonseed oil, vinegar, salt) steamed rice — maple sugar, cream milk	pot roast of beef mashed potatoes buttered onions combination salad (cucumbers, tomato, green pepper, lettuce) — French dressing ripe olives, celery corn bread baked apple milk

All of the above foods have been produced in this country. Find out where the different foods were grown by tracing the source of each on an outline map of the United States (size approximately 9 × 12 inches). Different-colored crayons may be used to trace foods for each meal and the lines may be made to radiate from your own town or city. About how many miles did the food which was grown farthest away have to travel?

"BEHIND MACHINES THAT MAKE THE PLOWS THAT TURN THE EARTH —"

The last section ended with the word "machinery." Two machines that you know well are the bicycle and the automobile. Suppose you want to go to the home of your cousin who lives in a town six miles away. How long do you suppose it will take you to walk there? The average rate of a pedestrian varies from two to three miles an hour. Let's say you are a good walker and you do three miles in one hour. Then if you walk steadily, forgetting all

about being tired, you finally reach your cousin's house at the end of two hours.

Next time you take a bicycle. Since the average rate of speed on a bicycle is ten miles an hour, you pedal for forty minutes. On arriving, you are rather winded — with tired legs as well — but you have made the trip in one third of the time it took you to walk.

The third time you climb into an automobile to make the trip to your cousin's house. A skillful driver gets you safely where you want to be in fifteen minutes. Tired? Not one bit tired! And you made the trip in one eighth of the time required for walking. Now walking is work. But you made the trip with little if any work on your part. Evidently machines such as the bicycle and the automobile do work in a shorter time than a human being can do the same job. The machines do it easily and untiringly, which is more than you can say about yourself.

What does all this discussion have to do with farming? A great deal because — well, read on. The first man who discovered that a seed buried in the ground grew and brought forth more of its own kind learned a useful truth. He put it into practice. He scratched a hole in the ground with his hands and he laid the seed in. The ground was hard and hurt his fingers. Next time he looked around for a stick to make the hole. He found that a crooked one did a better job than a straight one. The crooked stick became the first aid that a man sowing seed used.

It was in the Middle Ages that an iron implement for making holes in the ground was devised. But the story went about that the iron was harmful. Men went back to the crooked stick. There was so little progress that in 1825 farming in the United States was as primitive as it had been in Egypt. Grain was sown by hand, reaped with a sickle, and threshed with a flail. Corn was cultivated with a hoe.

As the restless pioneers left the tight little New England villages and pressed forward into the unsettled plains they found broad expanses of land — rich land — that they wanted to cultivate

and sow with seed. It took too long to do the work with a crooked stick and so they tried the wooden plow. They tried the iron plow but the black soil clung to it. Men and horses were worn out. Something had to be done! It was, too.

John Deere is the American who built the first steel plow just about one hundred years ago. The steel plow treated black soil like ordinary dirt; did the work quickly and quite easily. We might compare it to the bicycle.

Within the last twenty-five years the owners of large farms have been using motor-driven tractors that plow and harrow and cultivate the acres as easily and as effortlessly as the automobile takes you where you want to go.

The machine has reached the farm. That is plain to be seen.

Turn back for a moment to the early years of 1800. The new land which the settlers found was unbelievably fertile. Crops were abundant beyond all expectation. The men tried to reap the grain in the old-fashioned way with sickles and scythes which they swung by hand. But human beings could not reap fast enough to save the ripening grain. Something had to be done! It was, too.

Cyrus McCormick is the man who is credited with inventing the first reaper which did, mechanically, what men had been doing by hand before. In the first public trial of his machine, with most of his neighbors looking on scoffingly, he harvested in one afternoon what it would have taken six men to do. This happened about one hundred years ago.

The abundance of the harvests mowed by the reaper still proved beyond the ability of men to thresh. Threshing, which is a process of flailing or beating out the grain from the chaff, has always been a long-drawn-out and tiresome process.

In 1732 Michael Menzies, a Scotsman, took out a patent for a machine to do the flailing or threshing. Now Scotland is a small country and distances are not great. Accordingly, farmers brought their sheaves to his threshing machine which he kept on his own farm.

That worked in small and neat and tidy Scotland but in the United States it was not possible or sensible for farmers to carry their bundles of grain to a stationary threshing machine. The United States is too large a country. Something had to be done! It was, too.

In 1836, just about one hundred years ago, two men took out a patent for a traveling threshing machine. This huge, cumbrous affair rattled around the country roads belching steam and smoke, frightening the horses and scaring little children. But the advent of the traveling threshing machine brought excitement into the lives of farmers and their wives. The day of threshing or "thrashing" — as it was usually called — was looked forward to with dread and with a certain excitement. About twelve men were needed to help with the threshing of the grain. It became the custom for the neighbor men living near at hand to come over to help. The farmer's wife had to give them a noonday meal. She did not dare serve poor or scanty food because the men would go home and tell their wives. Each woman was on her toes to serve good food and enough to load the table. Each woman tried to outdo the others. After the men had eaten they went back to threshing and the farmer's wife was left with stacks of dishes. It was all exciting while it lasted but everyone breathed a sigh of relief when the wheat and the oats were threshed.

And now we are in the present. That machine of forty years ago is almost as obsolete as a slate and a slate pencil. Its place has been taken by a mechanical marvel called a combine.

What do you suppose John Deere and Cyrus McCormick would think if they could visit a ranch on our Western plains and see a machine in operation which cuts the grain, threshes it, cleans it, pours it into sacks which are automatically closed when filled? And all of this being done in five minutes! The story is told of one combine manned by farmers. The machine began cutting grain in a field at twenty-five minutes after eleven on a certain day. When the noon whistle blew a girl came to meet the men in the field. She carried a large plate covered with a white napkin.

International Harvester Co.

HERE IS A MODERN COMBINE, WITH THE INSERT SHOWING THE WORLD'S FIRST REAPER MADE BY CYRUS McCORMICK IN 1831

When she lifted the napkin, lo, there were fresh, hot biscuits made from wheat that had been standing in the field just thirty-five minutes before. Thirty-five minutes to cut, thresh, clean, grind the wheat into flour, and make it into biscuits which were baked and served.

There are other machines in use on the farm, too. Have you seen the one that milks the cows? Perhaps you recall Elsie, the bovine queen who captured all hearts at the World's Fair. A rotolactor — impersonal and sanitary to the last degree — milked Elsie and gave her no chance to pit her temperament against that of a human milker.

Perhaps you know about the machine that cuts up cornstalks and blows them into a tall, cylindrical building beside the barn. That building is a silo. Fodder, which is put into it dry, goes through a process of fermentation during which time the fodder

becomes moist. All through the winter the farmer takes this ensilage or moist food from the silo and feeds it to the appreciative animals.

In the past centuries in Europe the brawny men who tilled the

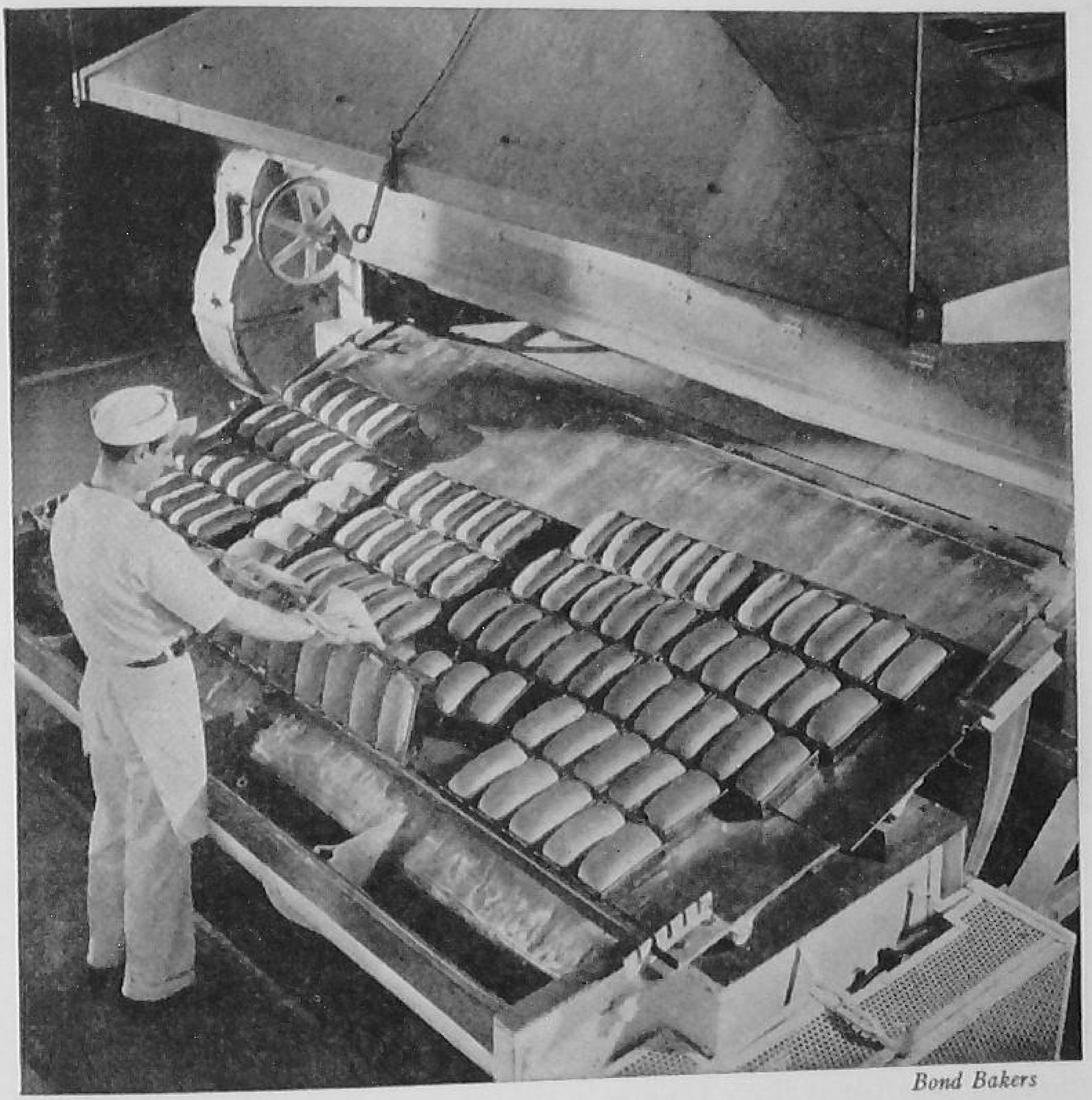
The Borden Co.

ELSIE, THE FAMOUS BORDEN COW, ON THE WORLD'S FAIR ROTOLACTOR

soil usually belonged to the peasant class. In the United States men of brawn and men of brains have gone into farming. Many of them are scientifically trained. To their job they have brought skill, intelligence, and inventive ability. Somewhere around five hundred million dollars was spent in 1937 for farm machinery. That sounds like a large sum. But even so, only one half of the

six and one-half million farms in this country are adequately equipped with machinery.

There is more to food production than raising food upon a farm. The farmer raises the wheat, but the miller grinds it into flour, the baker makes it into bread. The farmer raises sugar



Bond Bakers

AS THE BREAD COMES OUT OF THE OVEN IN A MODERN BAKERY

beets, but from those beets the refineries produce the sugar which the candy manufacturer uses in the candy bar you eat. The farmer grows the corn, but the corn-products manufacturer makes corn sirup and dextrose out of it. The cereal manufacturer prepares cornflakes. The farmer grows the peaches, but the canner puts them up for your use next winter. The farmer grows

the asparagus or the strawberries or raises the chickens, but the quick-frozen industries clean, package, and freeze these foods for your use in the months to come.

A modern bakery is a marvelous workshop. As you go through it, you are impressed by its whiteness and cleanliness, by its air, which is washed, humidified, and kept at a desirable temperature. You are amazed at machines that work more skillfully than

The Borden Co.

BOTTLING MILK. AT THE LEFT IS A BOTTLE WASHER IN WHICH EACH BOTTLE IS CLEANED AND STERILIZED FOR TWENTY-TWO MINUTES

human hands. Dough is mixed and kneaded by machines. Dough is shaped into loaves or rolls by machines. Ovens with an endless moving belt for a floor take in pallid dough and turn out golden crusted loaves of bread. Machines slice and wrap the loaves.

A meat-packing plant is both noisy and busy. The pig's squeal is supposed to be the only unused part of that animal. From January to July in 1940 the meat-packing plants turned out almost eight and one-half billion pounds of beef, veal, lamb, pork, and lard. That's a tremendous amount, but small in comparison to production in war years.

There are over ten thousand food-manufacturing establishments in the United States. These plants take the raw produce of the farm and work or process it, changing it into food for the table. Into the manufacturers' hoppers go cocoa beans, fruits, vegetables, grains, milk, livestock, sugar, salt, spice; and out of the hoppers come baked goods, beverages, canned and preserved foods, candy and chocolate, flour, grain products, meats, meat products, milk products, sugar, and other food products.

Two hundred forty-nine billion pounds of food products are prepared in one year. Their estimated value is ten billion dollars.

Surely, food is big business.

PUPIL EXPERIENCES

1. Plan a class trip to an up-to-date farm to see the modern types of machinery demonstrated for the group. Inquire regarding the time and number of men saved by each machine. Find out whether the various machines do better work than the men did who were formerly employed to do this work by hand.

2. Learn more about a boy's work on the farm at harvest time sixty or seventy years ago by reading parts of Hamlin Garland's books, *A Son of the Middle Border* or *Boy Life on the Prairie.* The old-fashioned threshing and corn husking are described in an interesting manner in these books. Read Chapters V and XIV in *A Son of the Middle Border* or Chapters VII, XIII, and XV in *Boy Life on the Prairie.*

3. Study Grant Wood's picture "Dinner for Threshers." Have the girls in the class imagine that they are the women helping to feed this hungry group and the boys that they are the threshers eating at the table. Write an entertaining account of your busy day on the farm.

4. On the stamps which we place on letters, our government honors not only statesmen but others who have helped improve American life. Bring to class a stamp which has a picture of a famous inventor of farm machinery on it. Look at the stamp through a magnifying glass and note anything else which is interesting.

5. Appoint two or three members of your class to visit different food-manufacturing plants in your community. Ask each one to visit a

different place. Have them report to the class on the worth-while things they have seen, in both machinery and food products. The type of plant visited will depend largely on your community, but a dairy, bakery, or canning factory would prove very instructive.

6. Read more about the development of the American reaping and threshing machines. An account may be found in *Hero Tales from History* by S. Burnham, and in *Compton's Pictured Encyclopedia*, Vol. IX (see Cyrus McCormick).

7. Write down a list of the food which you have eaten for any one meal during the day. Study the list to see which foods were eaten in their natural state and which foods required manufacturing or processing before you could eat them. Compare your list with those of others in the class. Note whether more food is being eaten in its natural or manufactured state by the class members.

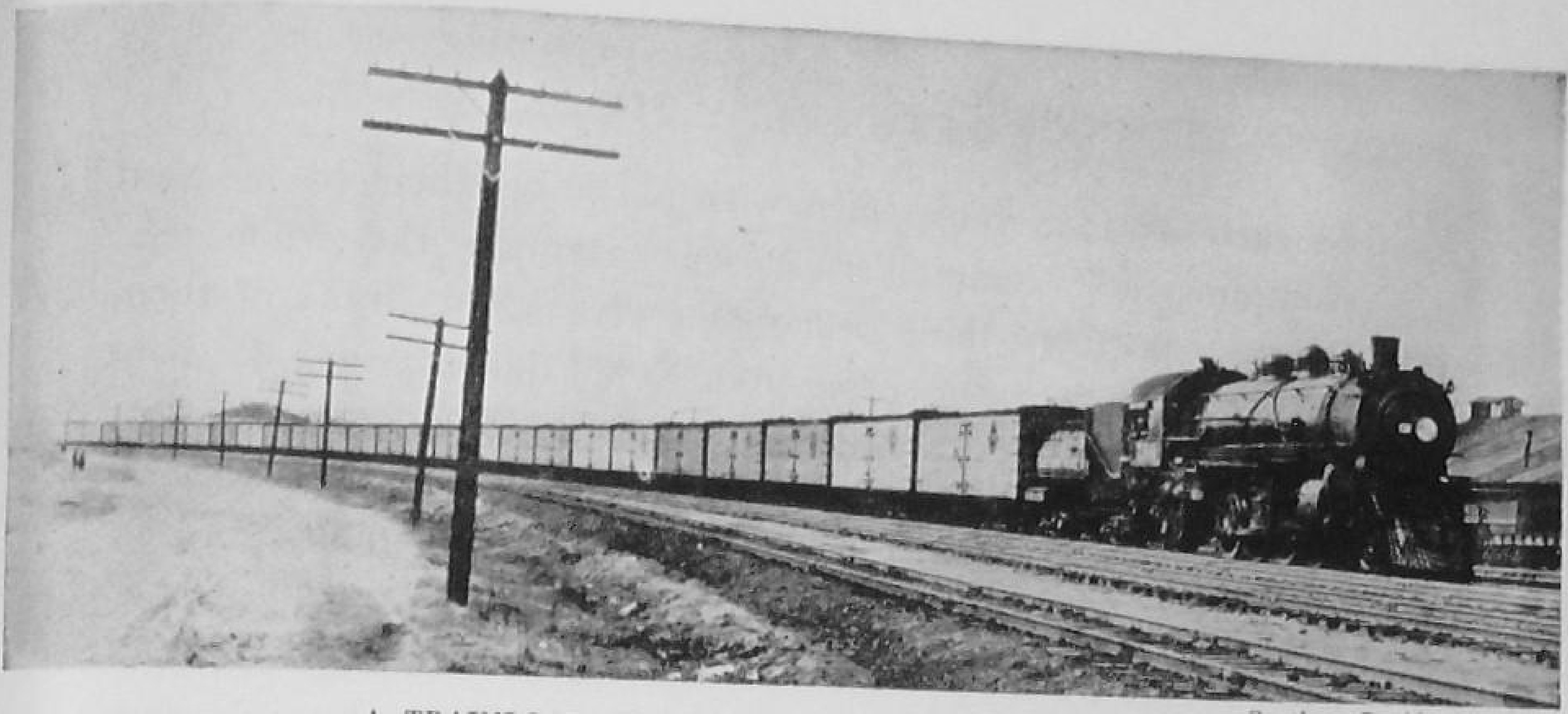
8. Find out how the wheat was ground into flour in the old grist-mills. Read "Going to Mill" by C. A. Stephens in *Real Life Stories — Tales of Courage*, by W. W. Theisen and S. A. Leonard.

9. Read the description of the old-time husking bee in the poem "The Huskers" by John Greenleaf Whittier. This poem is included in *Halloween* by R. H. Schauffler. If possible bring in a picture of a husking bee to make the reading of the poem more vivid in your mind. Contrast the method of husking corn described in the poem with the mechanical methods used today.

"BEHIND THE TRAIN AND PLANE AND TRUCK THAT BEAR THE FOOD —"

The United States extends 3100 miles from the Atlantic to the Pacific Ocean. Measuring from its most northern point to its southern tip, there is a distance of 1780 miles. In 1940 there were about 281,000 miles of railroad tracks crisscrossing the country. Over these tracks rumble two million freight cars carrying food as well as other products.

Motor trucks, huge giantlike affairs, carry food from the door of the factory to the door of the store. Delivery trucks dash around and about leaving bottles of milk at your house and mine, bringing loaves of bread, rolls, and cake.



A TRAINLOAD OF VEGETABLES FROM THE VALLEY *Southern Pacific Lines*

Who would have predicted that airplanes would be carrying food, serum, blood plasma, medicine, and ammunition to our soldiers fighting far from home in a global war?

'Twas not always so.

In pioneer days the family had milk if they owned a cow; they had meat if the hunting had been good that day; they enjoyed fish if fishermen were adept and if fish were willing to be caught; they ate hasty pudding if their corn crop had yielded golden grains. Otherwise they went without.

Pioneer families had to be able to provide, by their own efforts, the food which they ate. This was not quite so true of things like kitchen utensils, textiles, clocks, and other manufactured articles.

Southern Pacific Lines

TRUCKS COMPLETE THE JOURNEY FROM THE FARMER TO THE DEALER

As early as 1700 young men with packs on their backs went stumbling and foraging their way through the wilderness. Itinerant peddlers, these young men were called. Many of them came from New England, most of them from Connecticut. They were restless chaps who found the small towns and work in the small New England factories too confining. They preferred the excitement of exploration. So with packs of New England manufactured goods upon their backs they set forth. When they returned they had great stories to tell of the new country they had seen. They picked out desirable places for new settlements. Like as not they led a band of pioneers the following year along the ever-widening frontiers of this new country.

Edison Institute, Dearborn, Michigan

AN OLD PEDDLER'S WAGON

The peddler with his pack was followed by the peddler with a two-wheeled cart. When roads began to be laid down, the peddler took to a four-wheeled wagon. He carried shiny tin pans and pails, dippers, and skimmers that the farmers' wives coveted. He brought gossip as well. The news-starved families welcomed the peddlers' coming. They bought his goods for a few pennies or they exchanged a bag of the rags they had saved for a new milk pail. The peddler took the rags and the news of the frontier back to the paper mills in Massachusetts. Thus trade was carried on by means of barter, rather than by money, and news was transmitted by word of mouth.

These roads in the wilderness were rough and bumpy and there were not too many of them. When George Washington was inaugurated as the President of the United States in 1789 he knew from the trips he had made earlier into the wilderness that the crying need of the pioneers was for roads. New York, a flourishing town in 1789, needed what the Ohio trappers and farmers had to sell. But no easy way of getting furs or corn to the city existed.

F-N11

Of course there were waterways. It was in 1825 that the Erie Canal was opened. This reached from Albany to Buffalo. With Lake Erie, one of the bodies of water in the chain of Great Lakes, as one of the terminals of the canal, a waterway was opened on which traffic began to wend its way both eastward and westward. The towns situated near the canal flourished. But canals and waterways freeze in the wintertime; they cannot cross mountains; they do not touch the towns located some distance from them. The townspeople in these isolated villages began to fear that they would lose what markets they had. Accordingly, a company was formed to furnish a means of travel by land — a method that would be easier than horse and wagon, stagecoach, or pony express. This new company was called the Baltimore and Ohio Railroad Company. It pioneered in railroading in the United States.

Now rail roads were in existence long before there were trains to run on them. It seems odd, doesn't it, but the explanation is this: wagons heavily loaded sank down and bogged in the mud and mire of country roads. Over in England where wagons carted coal from mine to town someone had the idea of covering the rough country road with logs or rails of wood, later of iron. These formed an almost continuous surface and saved many of the bumps.

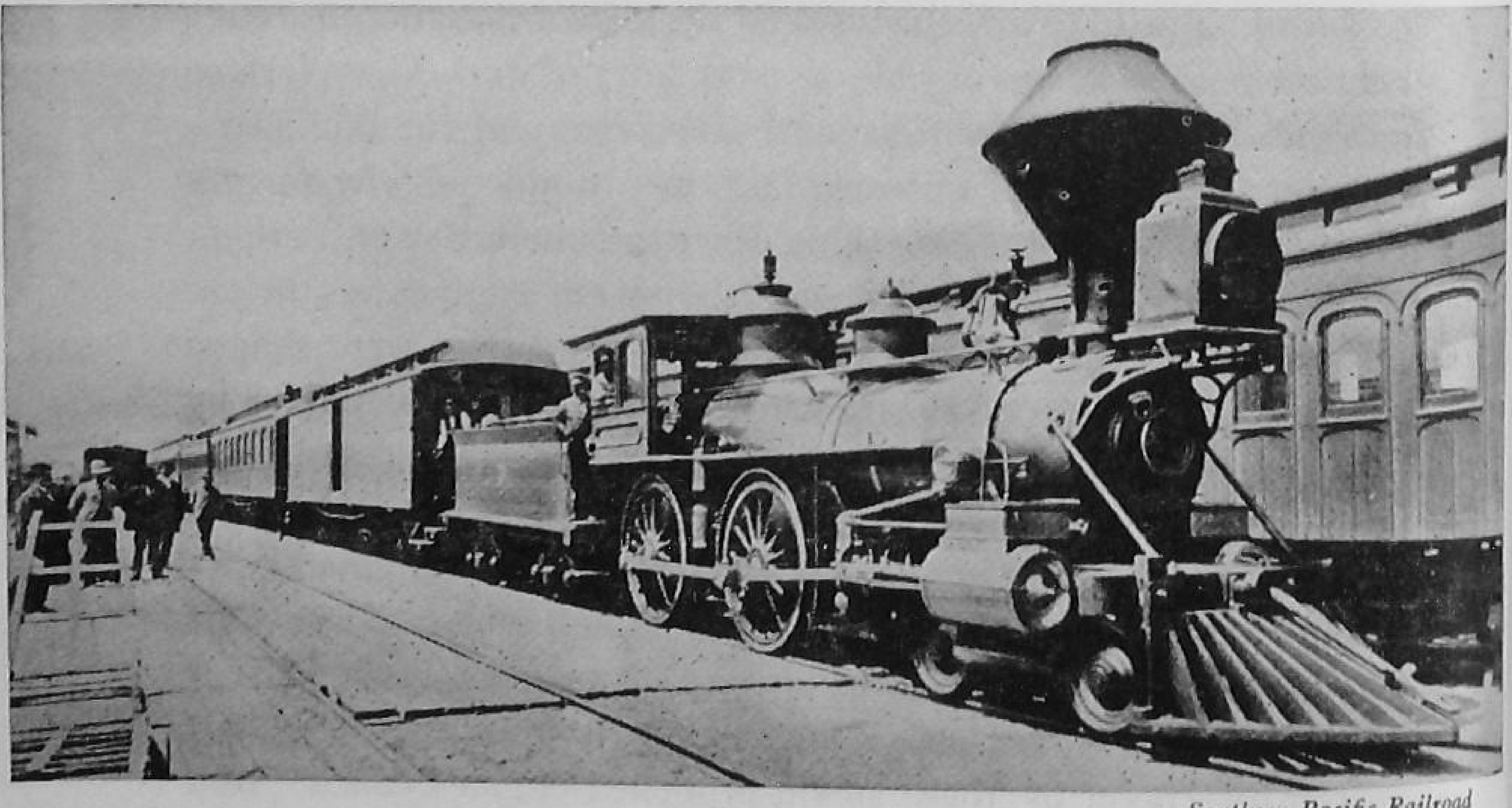
After these roads of rail were laid, men wondered why wagons could not be pulled by something other than horsepower. Perhaps they thought about this because the steam engine was in the making. But the first railroad coaches — and they were shaped like coaches, too — of the Baltimore and Ohio were pulled by sails, later were drawn by horses which walked back and forth on a treadmill and a moving platform.

In 1830 the coaches were pulled by a steam engine. Peter Cooper was its maker. Tom Thumb was its name because of its small size. It was not too successful, but it worked. Trust Yankee ingenuity and American inventiveness to improve the whole system of travel by these steam-propelled engines called "iron horses" and later "locomotives."

By 1842 trains and tracks went as far west as Buffalo. In 1851 they huffed and puffed as far west as the Ohio River. By 1852 they were steaming impatiently into Chicago. Still farther west they went. In 1854 their terminal was at Rock Island. In 1859 trains were penetrating into Missouri. Go west, steam trains, go west! In 1869 the wilderness was conquered with train tracks which reached from coast to coast. Now commerce and travel ran on gleaming ribbons of rail from East to West.

The engine run by steam and coal is not as popular now as it was in 1869. Within the last few years a Diesel engine — one which burns oil and explodes it through high pressure — has taken the place of the steam engine. The explosions of the burning oil furnish the impetus that sets the wheels in motion. And what motion! From the speed of six miles an hour made by Tom Thumb we have trains which travel at an average rate of over eighty miles an hour.

Naturally people made up the first trainloads. But before long



Southern Pacific Railroad

NUMBER 46 WITH PASSENGER TRAIN AT MONTEREY STATION ABOUT 1882

Baltimore and Ohio Railroad

THE STREAM-LINED "CAPITOL LIMITED"

trains were carrying other things. Remember canals and waterways had been built to carry on commerce.

Peddlers with their packs of shiny tin utensils that clanked, clanked as the horse plodded along the road faded from the picture as migration to cities proceeded. In 1790 95 per cent of our population lived on farms. In 1880 70 per cent of our population lived on farms, while 28 per cent were now living in towns which they dignified with the name of "cities."

Peddlers still peddled their wares in these cities. But now their wagons held food. Even less than thirty years ago milkmen used to drive from house to house stopping wherever they saw a pitcher on the front porch. The milkmen filled the pitchers with as much milk as the greasy milk tickets or the pennies which the housewife had put into the pitcher would buy.

On a summer afternoon there was the cry of "water-mee-yónes; mee-yónes; mee-yónes." On Fridays the fish peddler blew his tin horn to signal his coming. A shrill whistle of escaping steam and clanging cymbals heralded the approach of the waffle man who made waffles before your very eyes, powdering them thickly with sugar and, all too frequently, with the dust from the unsurfaced street. These peddlers did a good business in towns

situated where watermelons never could grow, where there were no pastures in which placid cows could eat grass, where there were no bodies of water in which fish could swim. These foods had had to be transported. Transported they were — by freight or freight cars — from the great open spaces where they were produced or grown to the more heavily populated cities.

LOADS OF CABBAGE START THEIR JOURNEY FROM THE FARMER

Livestock, fruits and vegetables, fish, grain — all of these were loaded into freight cars of one type or another. With the best of care the melons rotted in the hot sun of the desert through which they were pulled. The cattle froze in winter or smothered in summer. To meet these losses different kinds of freight cars had to be developed.

"Here are yellow refrigerator cars. Unlike most box cars, they don't have sliding doors. They have swinging doors that may be tightly shut. The sides of the cars, built of two layers of wood or steel with hairfelt or corkboard in between, insulate the inside of the car from the summer heat. The car is cooled either by circulating brine, or by ice tanks at either end of the car. . . .

"The refrigerator car may carry other things. Fresh apples from Washington or New York, oranges and grapefruit from California or Florida, fresh vegetables and butter from truck gardens and dairy districts.

"The refrigerator car — and truck — have made it possible for Minnesota and Wisconsin to become dairy states. Today, whether you live in California or Maine, you may be putting Wisconsin butter on your toast tomorrow at breakfast. Without some means of transporting butter long distances, there would be no point in Wisconsin's producing more butter than Wisconsin people need. Thus the railroad makes it possible for districts to specialize in production and send goods long distances. . . .

"There are plain wood box cars with sliding doors, loaded with canned goods, clothing, furniture, groceries, and grain.

"You may see cylinder-shaped tank cars filled with oil, gasoline, liquid chemicals, molasses, or mineral water. These tank cars have valves and faucets in the bottom to draw off the liquid.

"Stock cars with slatted sides, filled with cattle, roll by. Some of these cars are fitted with two floors for sheep or hogs. You know that these animals have been driven into the cars at small-town loading chutes and are bound for the stockyards where they will stay a few hours before they are bought by a packing house. . . .

"One of the newest types of freight car is the container car. It consists of a number of separate metal sections each containing a load of goods from a single shipper. At the arrival point, a metal container may be put on a truck and taken direct to the buyer. It is simply an improved way of handling small lots of goods." *

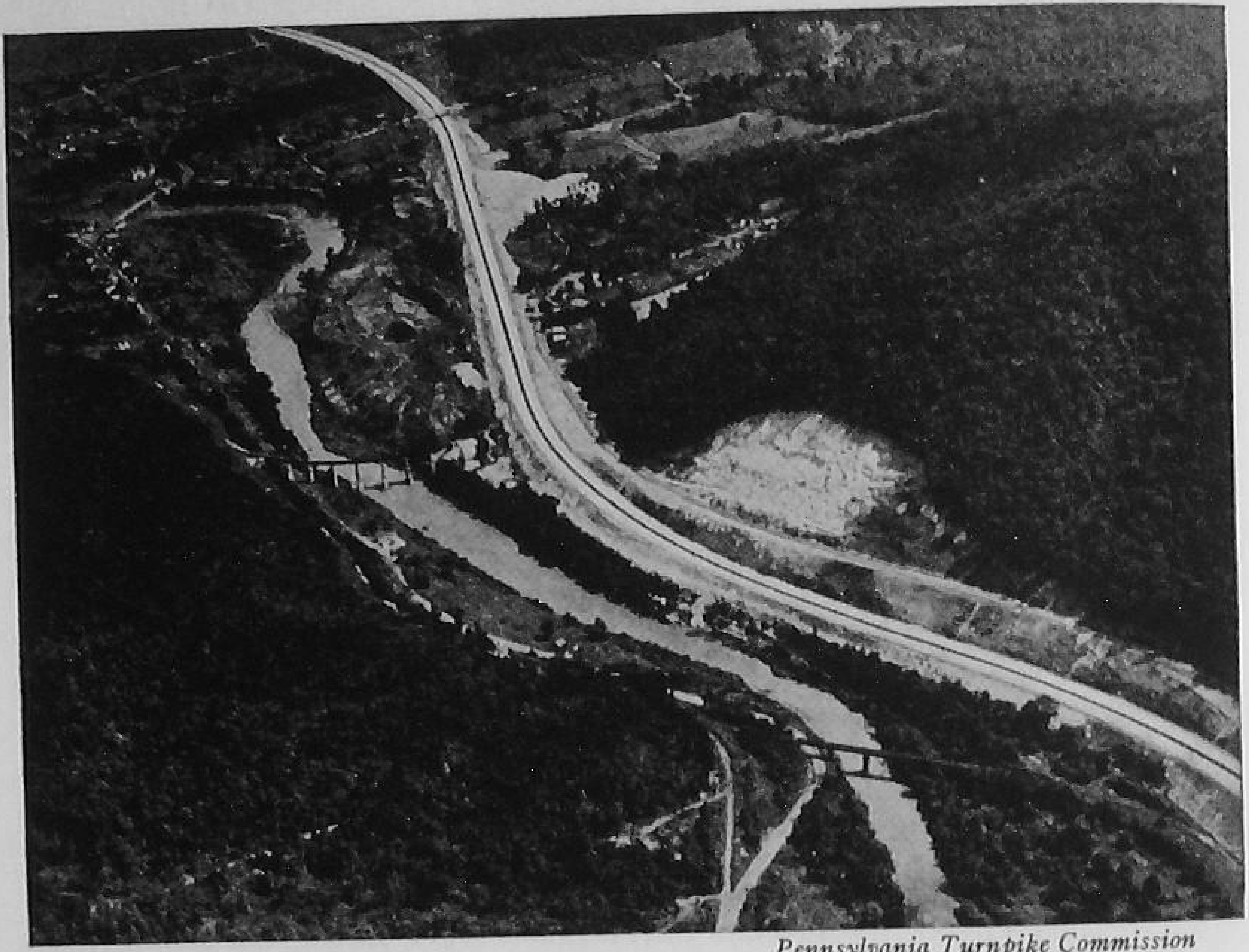
To prove that a good job has been done look at this figure: in 1938 over 110 million tons of agricultural and animal products were transported as freight from one part of this country to another. This figure was increased tremendously by the war.

And that is not the whole story. No one had any idea in 1896 when the first automobiles traveled their uncertain way on city streets that these "horseless carriages" were going to be responsible for a revolution in road making. Automobiles require hard-surfaced, easily traveled roads. Today the country is interlaced with them — wonderful roads like the Pennsylvania turnpike. On them automobiles run, an almost unbroken stream, all hours of the day and night. Many of these automobiles are filled with pleasure seekers. But some of them travel on business of their own. Motor trucks have become a means of transportation. In certain parts of New England motor trucks carry over half the

* Reprinted through the courtesy of Thomas Y. Crowell Company, New York. Taken from *The Romance of American Transportation* by Franklin M. Reck, copyright, 1938.

fruit and vegetable load; in certain parts of the South, about one quarter of the load. Over half the livestock is now being transported by motor truck. Glass-lined tank trucks carrying milk are a familiar sight in the Middle West.

Oranges travel from the lowest part of California to the northern tip of Maine, but they do it in freight cars and not in



Pennsylvania Turnpike Commission

AIR VIEW OF THE SEPARATED FOUR-LANE PENNSYLVANIA TURNPIKE

motor trucks. Shipping in freight cars is excellent for the long haul, but for short hauls, say 125 miles, the motor truck is proving cheaper, more efficient, and more speedy. Trucks can give door-to-door delivery. Freight has to be unloaded at the railway terminals and then carted to the store. Motor trucks pick up small loads all along the way while freight trains may have no siding at a point near which a shipper lives.

Food terminals are found in many large cities. By truck and by train come loads of fruits and vegetables. Early in the morning

the place is jammed with buyers from the stores of the city. Business is brisk as they buy their choice of beans and potatoes, berries and plums. Auctioning of citrus fruits proceeds at high speed. Most of the buying is done before ten o'clock in the morning. But business goes on all through the day. Telegraph boys dash in and out, bringing the latest word on shipments from far and away.

Transportation of food is big business. It has to be, to take care of these other big businesses — growing food and raising cattle, processing these products into foods which have to reach stores and shops in every big city, town, and hamlet in the United States.

We must be fed.

PUPIL EXPERIENCES

1. Discuss the statement, "The people of the United States are as dependent upon the refrigerator cars for their food supply as the people of England upon ships."

2. Have some member of your class draw a diagram of a modern refrigerator car on the blackboard. Label the different parts and explain these to the class. Ask another person to give a brief history of this "icebox on wheels." You will find helpful material for this in *How Great Cities Are Fed*, Chapter III, by W. P. Hedden.

3. Read more about the tin peddler and his wares. "A Tea Tray for Tabitha" in *Tops and Whistles* by C. S. Bailey, and "The Tin Peddler" in *In Our Times* by A. B. Hart, will prove interesting reading.

4. If you live in a large city visit a freight or food terminal and observe how the food is brought into the city, what foods are handled, and how these foods are cared for until they are distributed throughout the city. If you are not able to visit a terminal, information about this can be found in Chapter III, "Transportation and Terminal Handling of Perishable Food," in the book *How Great Cities Are Fed*, by W. P. Hedden.

5. For the period of one day keep a list of the different foods or food products which you see carried from place to place by motor truck or wagon in your city. Compare the number and the kinds of

foods you have observed with lists of other members of the class. Bakery goods, meat "on or off the hoof," vegetables, and milk are some of the products you will probably record.

6. Talk with a driver of a delivery truck for a grocery store or meat market to find out the approximate number of miles he travels in one day to "deliver the goods." Get an estimate of the number of gallons of gas he uses and figure out how much it costs his firm daily and yearly.

7. Read the poem by Dorothy Thompson entitled "The City and the Trucks" in *Growth in Reading*, Book 2, by R. C. Pooley and F. G. Walcott. If possible investigate one of these large trucks at close range. Notice the size, tonnage, the type and number of wheels, the steering wheel, and the place where the extra driver sleeps during the day or night while the other driver "spells him off."

8. Read the chapter "I Carry Bananas" in the book *The Log of Bob Bartlett* by Captain R. A. Bartlett. Discuss the experiences of the writer aboard a banana ship and the difficulties of the crew in bringing bananas to port in good condition. What improved methods are now used for carrying and ripening bananas since this voyage was taken? *Travel by Air, Land and Sea* by H. H. Webster or *The Story of Foods* by F. Crissey will give you some helpful information on present methods of carrying bananas.

9. Make a list of some of the new foods brought into different countries in the past by trading vessels and land caravans. What types of ships were used and what animal was used chiefly for the caravans? Read "What the Galleons Brought," Chapter IX in *The Story of Cookery* by L. Lamprey.

"BEHIND THE STORE THAT STOCKS AND SELLS THE FOOD —"

How many stores that sell food do you pass on your way to and from school? If you live in the suburbs of a city where the city council has passed zoning regulations, you may not see a store. Zoning regulations say, in effect, that residences only may be built on certain streets and that stores must be located on other streets. The argument of the city council goes like this: Houses

in certain residential districts have cost a great deal of money. They have been built upon deep lots so that the residents will not be disturbed by traffic. Most of these residents do their buying in stores located in another part of town. Thus the confusion of continuous movement and parking in front of a store and the disturbance of store delivery trucks pulling in and out at all hours of the day are avoided.

In the more thickly populated city streets, zoning regulations permit the erection of stores.

If you take the bus which travels the country roads to reach the centralized school, you may not pass a single store. The country road has no store because there is not enough traffic to bring in customers. Anyone knows that a store must be located where there is traffic and where many of the passers-by will become customers.

That is why the old-time general store was located on a crossroad. It was convenient for people traveling north, south, east, and west. As a rule it was the only store in that locality. It carried almost everything from toothpicks to wagons, from bull's-eye candies to gravestones. The term "general" was well chosen.

It served people well but trade began to fall off as the movement from farms to towns — that migration around 1880 — swept over the Eastern and Central parts of the United States.

This migration brought about the development of the corner grocery store, the butcher shop, and the neighborhood drugstore. The man who owned the little shop called on his wife and grown children to help when customers crowded his store. His young son was expected to make deliveries on Saturdays and after school. Such a store was a family affair. The owner ran it as he pleased. When he found himself with some peaches left over on a Saturday night, he took them home. The grocer did not figure them as profit or loss. They were not wasted, he said, because his family ate them. So long as he could keep a roof over his head, clothe and feed his family, and start the children on their way to an education, he was proud of himself.

Edison Institute, Dearborn, Michigan

AN OLD-FASHIONED GENERAL STORE

Sometimes a storekeeper was so pleasant, so obliging, so progressive, and stocked such excellent food, that his customers came to depend upon him. Even when they moved to a distant part of town they still wanted to deal with him. That meant he had to make deliveries which, when they were many blocks away from his store, cost money and took time. Finally he decided to open a branch store over in that part of town where his loyal customers had moved. He had to find a manager for his branch store. To the manager he had to pay wages. That meant the store must make a profit. Sometimes it did and sometimes it did not. If it did not, the owner finally had to close his branch store.

Perhaps the manager he employed was not as good-natured as the owner. Maybe he was not so energetic. He may not have kept the store clean. His shortcomings must have annoyed the owner. Have you heard the old saying, "If you want a thing well done, do it yourself"?

On the other hand, let us suppose that the branch store succeeded. Before long the owner opened a third branch. Now he was buying for three stores. That meant he could get a better price when he bought and bargained. Some of that better price

Fisher Brothers, Cleveland

THIS MODERN SUPERMARKET IS CALLED A "MASTER MARKET"

was offset by the fact that he had distribution costs to pay. He learned that his profits came largely from his ability to make many sales with a small profit on each. To make sales he needed alert clerks. If the quality was good and his prices were cheaper, naturally the trade would come to his store rather than to that of his competitor. And if the store next door was run by a man who was not too businesslike, who bought in small quantities, you can see what would happen. The chain-store man held the trade.

In our years of business expansion around 1890 original and progressive owners found themselves with a chain of stores — sometimes in just one city, and sometimes in a whole state, sometimes spread across the entire United States.

Such an owner was a busy man, too busy to attend to all the details.

It was during these years that a trade for a man called a "middleman" was developed. This middleman bought from the producer and sold to the storekeeper. His job was to travel around. He could do it more freely than the man who owned the store and the farmer who had to harvest the product. As he traveled around

he bought intelligently and later he sold to the shopkeeper. Naturally the middleman had to make a living, which included a fair amount of profit. The price of the goods he bought was raised when he sold them to the grocer, who, in turn, raised the price for his customer.

The development of large chains was responsible for much legislation in the years around 1935. A bill was introduced, and passed in some state legislatures, which required the chain-store owner to pay taxes on every branch or store he owned. Not only was he supposed to pay taxes on the stores in the state that had passed the bill but on all the other stores that he owned throughout the United States.

These taxes were so heavy that if he paid them he would have had to go out of business, or at least change his way of doing business. His reasoning went like this: He might close those stores which were not making a profit as well as some others which were too close together. As he had been developing his chain he had put a large number of stores in a town in order to make it easier for customers to come to him. He had remembered that old corner grocery with the mother saying, "Just run up to the store, dear, and get mother a loaf of bread." Perhaps he had too many stores in one community. Perhaps he could keep the trade he wanted in another way.

He tried the supermarket.

The chain-store owner was not the originator of the supermarket but he has done a great deal to popularize it.

The supermarket combined a number of ideas which had proved successful in storekeeping. One was the idea of self-service in a grocery store. Its originator was a Mr. Saunders who argued that if self-service was popular in a cafeteria it should also be popular in a store. Accordingly, he let his customers walk up and down the aisles, picking out what they wanted, selecting and rejecting and not calling on any help from a clerk until they had made their decisions.

In the supermarket this self-service plan was made bigger and

more "super." Said the storekeeper: "I shall select a location where parking is easy and, if possible, free. I shall stay open in the evening so that men can come with their wives. I shall take a place that has a large floor space. I shall arrange it so it has wide aisles. I shall have islands made up of stacks of food and I shall have well-filled shelves to which customers can go easily. I shall select foods that are put up in easily handled packages, and I shall have plenty of products that are nationally advertised and whose brand names are well known. If I do all this I believe that customers will come."

Well, you and I are seeing that his belief was justified because the supermarket is the most popular form of grocery store today for the general public.

When you buy at the supermarket you pay cash and you carry home your purchases. Not all families like this method. Some prefer to charge their purchases and have the foods delivered. There is still a place for the "charge and deliver" merchant. Because he has to take care of the expense of delivering and because he has to carry the bills of his customers, he has to ask a higher price than the supermarket does. The customer does not object because he realizes that he must pay for services. Therefore he continues to deal with the "charge and deliver" merchant.

Scarcity of man-power, tires and gas put a war-time stop to frequent deliveries and other services. Supermarkets with their self-serve features and their gathering under one roof of many types of food helped busy women in war-time shopping. Rationing and food scarcities were new in the United States, proving that no nation can live independently of its neighbors. It was a valuable lesson for us to learn. We gained an appreciation of what we took for granted in pre-war days — our abundant food supply.

Do not let the grocer wait two or three months, or perhaps longer, for his money. If all people who had charge accounts would pay promptly at the end of the month and if all people would be thoughtful about deliveries, that grocer would have a

much easier mind. You want service from him. He has a right to ask for service from you.

A "co-op" is a short-cut name for another kind of store. The "co-op" is owned and operated by a group who have agreed

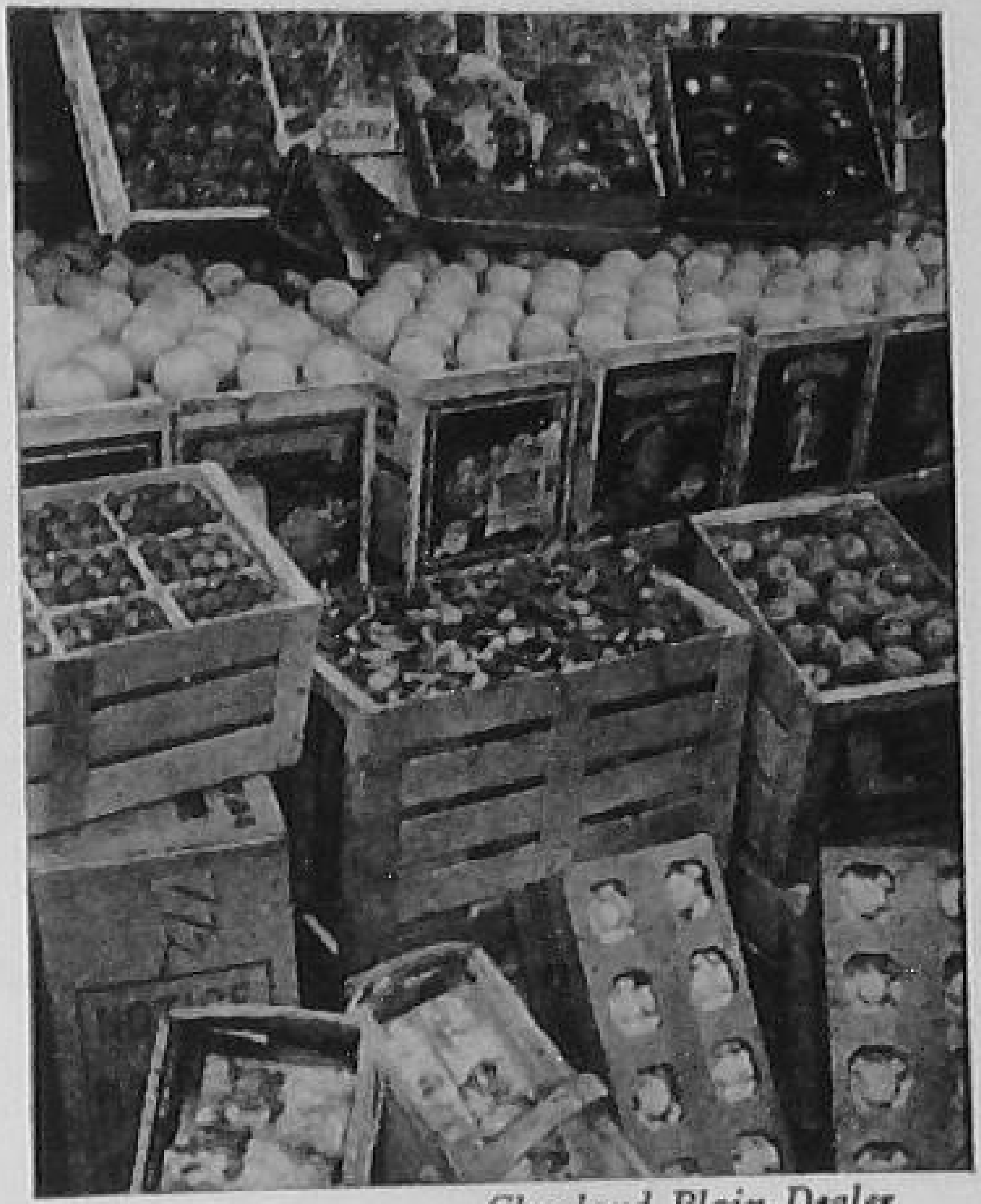
G. A. Douglas from Gendreau, N. Y.

SOME GROCERS SEND THEIR SALESMEN TO THE DOOR, WHERE THE HOUSEWIFE MAKES HER SELECTION

to co-operate in order to eliminate certain expenses, particularly those of the middleman. Certain rules must be followed if a co-operative store is to succeed. Each member, regardless of the number of shares he owns, may have only one vote. Each member must expect to pay cash and, except occasionally, pay a price which is close to the prices charged in other stores. He must

be willing to serve if called upon. He must agree to have any money he has saved by buying in the co-operative store returned to him on the basis of the size of his purchases and not on the number of shares he owns, and he must be willing to put part of that money back into the organization for educational and expansion purposes.

It has been found that co-operatives, in order to succeed, must be made up of individuals who are unselfish, farseeing, and socially minded. It has been found, too, that co-operative stores are not too successful where price competition is keen, as it is in the United States.



Cleveland Plain Dealer

STRAWBERRIES AND KUMQUATS, ORANGES AND AVOCADOS, MUSHROOMS AND POTATOES, TEMPT THE BUYER TO THIS MARKET STALL

Whether the store is a supermarket, a "charge and deliver" store, or a co-operative, there are certain demands made by customers today. The store must be clean. Cats and dogs must not be allowed. The food must be adequately protected if it is stored in bulk. It must be attractively done up if it is packaged.

But there is more to food than looks. Recognizing that fact, the Pure Food and Drug Act was passed in 1906. It has helped maintain the purity of food ever since. But the many developments in the food and drug industries since 1906 made it necessary to revise the legislation. This was done, after many hot and bitter debates, in June, 1938. The government is entrusted with the checking of all foods which are sent from one state into another. "Interstate commerce" it is called. The authorities may check the contents of the can and the words on the label. According to the new law the label must give honest statements of contents, make no misleading statement or claims, must give the net weight and for most foods list the ingredients used, giving these ingredients their common or well-known name.

All of this means that it is important for a consumer or purchaser to read the label.

Tin cans, for instance, are opaque. It is not possible to see what is inside. Therefore the label ought to tell the approximate number of servings or at least give the net weight of the contents. Some statement must be made on the label regarding the quality of the product. If a woman is going to make cream of pea soup, for instance, she can use peas which have not been sieved or

Sauder Studio

A MUNICIPALITY MAY LICENSE FARMERS TO DISPLAY THEIR PRODUCTS IN AN OUTDOOR MARKET

graded to a size. She is going to mash them anyway. But if she is going to serve peas as a vegetable, she likes to have all of the little green balls of the same size. The label must tell her what she is getting. For example, the picture on the label may give the size of the peas in the can.

Since fruits are put up in sirups of varying degrees of sweetness, the label should tell her what kind of sirup is on the peaches packed in the can.

Now that we have talked about all of the stores we ask ourselves, "Do they do a big business?" Here is a report for 1935: Approximately 862,000 stores sold food in the United States and

the net sales were around twelve billion dollars. Once more we say — food is big business.

PUPIL EXPERIENCES

1. Find out how the grocer received his name. See *The Story of Cookery* by L. Lamprey. Explain why the supermarket was so named.

2. Make a class visit to a large supermarket and be prepared to answer the following questions:

a. How does its floor space compare with that of the smaller "corner" grocery?

b. Are any goods sold in bulk?

c. How can the customer tell the cost of the different foods?

d. Are the products attractively displayed? Give some examples.

e. How are the goods which are selected by the customer carried around the store?

f. Where and how does the customer pay for his groceries?

g. Is there any special place around the market for parking cars?

3. In a letter written back to his family in the East in 1849, a prospector, or Forty-Niner, who was in search of gold in the Far West quoted the price of molasses as $5.00 a gallon, sauerkraut $1.00 a pound, rice $0.30 a pound, butter $1.50 a pound, dried fruit $1.00 a pound. Compare the price of these foods with their present cost. Account for the difference. Give a description of what the provision store probably looked like in this new country, California. By what means do you think the food was brought to the store?

4. If you trade at a "charge and deliver" grocery store, suggest ways in which you can help the grocer in regard to the delivery of groceries to your home and to paying your bills.

5. What is meant by the term "buying by brand"? In a recent study made in one city it was found that the foods most often bought by brand were coffee, tea, bread, flour, catsup, and cereals. Do you know any special brands of these products? Can you name radio programs which advertise certain brands of foods? Listen to one or two of these programs and find out whether you can get some helpful information in regard to selecting certain foods. How do the radio companies get people to listen to the advertising of products?

6. Read "Mr. Webb's Store," Chapter II in *Blueberry Corners* by L. Lenski. What things do we find in our present stores which Mr. Webb did not have? Have you ever visited a store which reminded you somewhat of this one? If so, describe it.

7. An advertisement for a grocery in a city newspaper recently carried this statement in large type: "Gone Are the Cracker, Sugar and Pickle Barrels of Yesteryear!" What has taken their place in the modern grocery? Find out the types of containers in which each of these may be bought today.

8. Have some member of your class who has visited a store or market which is different from those in your community give a report of the interesting things observed. A push-cart market in a large city, a co-operative market, a wholesale market, or a market in another country such as Mexico or Canada might be discussed.

9. Dramatize a trip to the market in the Middle Ages by a clerk or buyer employed in the king's or nobleman's household. Have one person represent the haughty buyer and others the humble tradesfolk who are arguing with him or bribing him to buy their goods on display in the different stalls. Help for this will be found in the book *The Story of Markets* by R. O. Camp; also in *When Knights Were Bold* by E. M. Tappan.

"WITHIN THE HOMES, THE GRAND AND MEAN, WHERE FOOD IS EATEN —"

At last we are entering the kitchen door with our food. We have sown the seed and gathered the crop. We have ground the flour and baked the bread. We have carried the food from coast to coast. We have set it on the grocers' shelves. We have brought it home. Now we are in the house hearing the cry which welcomes all food — "When do we eat?"

When do we eat? But there are other questions, too. Questions that remind us of Rudyard Kipling's "Honest Serving Men" who taught him all he knew. Their names were "What" and "When" and "Why" and "How" and "Where" and "Who." What do we eat? Why do we eat? When do we eat? How do we

eat? Where do we eat? And who does the eating? — You, and you, and you.

In the previous chapters, in a way at least, the question of what do we eat was answered. We eat what is grown and produced in the United States. We eat cereals. We eat meats, and fish,

Fisher Brothers, Cleveland

MOTHER HAS BEEN SHOPPING FOR FOOD FOR THE FAMILY

and milk, and eggs, fresh vegetables, and fruits. "The harvest truly is plenteous."

In addition to the food produced in our own country we import a vast variety from all other parts of the world. Merchant ships sail the seven seas with cargoes from the North, the South, the East, and the West.

Spices, tropical fruits, and plants come to our tables. So accustomed to them are we that we seldom stop to think that our home

table offers the foods of the world. We pay but a few pennies today for spices that used to sell for their weight in gold.

We eat foods that protect our health. We call them by the very name "protective foods." These are milk, and whole-grain cereals, leafy green vegetables and citrus fruits. We eat those foods that give us energy — sugars and starches. We eat those foods that furnish fuel — fats. We eat those foods that build and repair body tissue — proteins.

Why Do We Eat? We eat to live and to grow. We eat because we must be strong.

When Do We Eat? The actual hour depends somewhat upon the customs of the family. In some homes breakfast is served at six o'clock in the morning. In others at half-past seven. The main meal may be served at noon or at six o'clock in the evening. Some young folks have lunch after school, sometimes orange juice or milk is taken the last thing at night. The very young and the very old members of the family may eat five or six times a day. Not much at a time, true. It may not be wise for them to be limited to three "square" meals a day.

There is more to this question of "When do we eat?" however, than is answered in the above paragraph. Some families eat one meal a day; some eat two. No more, because the family does not have money enough for three meals. Food costs money. The minimum pre-war food costs for one week that will be sufficient to keep a family well and strong have been estimated as shown below. War-time conditions added at least 33 per cent to these figures:

Father, doing heavy work	$2.65
Mother, doing housework	2.05
Son (14 years)	2.15
Daughter (12 years)	1.95
Younger daughter (4 years)	1.55
Total weekly cost	$10.35
Weeks	× 52
Yearly cost	$538.20

Sauder Studio

FAMILY LIFE OFFERS PROTECTION, SECURITY, HAPPINESS

In the United States there are approximately twenty-eight and one-half million families. Twelve million of these families have a yearly income which is under $1200. Eight million have an income which is between $1500 and $2500. Six million families have an income between $2500 and $5000. One and one-half million families have an income between $5000 and $10,000, and one million families (about one twenty-eighth of all the population) have incomes over $10,000.

At least one fourth of the income, according to budget makers, has to be spent for food when the income is low and the family numbers more than two. In this family we have been talking about, approximately $550 have to be spent for food.

$$
\begin{array}{rl}
\$550.00 & \text{amount spent for food} \\
\times 4 & \\
\hline
\$2200.00 & \text{total income}
\end{array}
$$

But twelve million families have an income under $1200, eight million between $1500 and $2500. There are eighteen million

people, at least, whose income cannot stand a food expenditure of $550 a year if they are to get the other things they need.

People must be fed. That means less money for clothing, less money for shelter, less money for recreation, for church, than the budget makers say they ought to have. "When do we eat?" presents a serious problem.

Where Do We Eat? In the school cafeteria, in the dining room at home, in the kitchen, in the breakfast nook, in the recreation room, in the restaurant, in the hotel or inn, in the drugstore.

How Do We Eat? In a nice and mannerly way like ladies and gentlemen? Well, what do *you* think? What does your mother think? Have you ever attempted to improve your small brother's manners? Is your big sister pleased with your conduct at the table? Do you have different manners for each place in which you eat? Because every so often you eat in the kitchen do you use kitchen manners? How we eat is worth thinking about and will be discussed more in detail later.

Lastly, **Who Does the Eating?** You, and you, and you.

PUPIL EXPERIENCES

1. Discuss the food customs in your own family: time of eating meals; serving of the heaviest meal; lunching between meals; method of serving meals.

2. Figure out the minimum cost of feeding a twelve-year-old girl and a fourteen-year-old boy: (*a*) for a month; (*b*) for a year, using weekly figures listed on page 40.

3. Food rationing was designed to equalize distribution of scarce foods so that each individual would get his share. Why did this plan work? Did a large family find it easier or harder to live within its ration points?

4. Prepare an attractive poster to be displayed in a prominent place in your school informing pupils about protective foods and encouraging the greater use of these foods.

5. Mention five foods which come to us from other countries. Show on a world map the source or sources of these foods. Give reasons, if possible, why we do not raise these particular foods in our own country.

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Unit II. We Must Be Strong

ARE YOU WELL NOURISHED?

If you record the weight of each girl and boy in your class, you may find that no two weigh exactly the same; you will find, too, that boys weigh more than girls, age for age. An American baby starts life with an average weight of seven and one-quarter pounds, if it is a boy; seven pounds, if it is a girl. And here you are weighing ninety-six pounds (let's say). What changed your weight? If you answer "My age" you are partly correct. If you say "The food I have eaten" you are partly correct. Certainly you would not be here today if you had not eaten food.

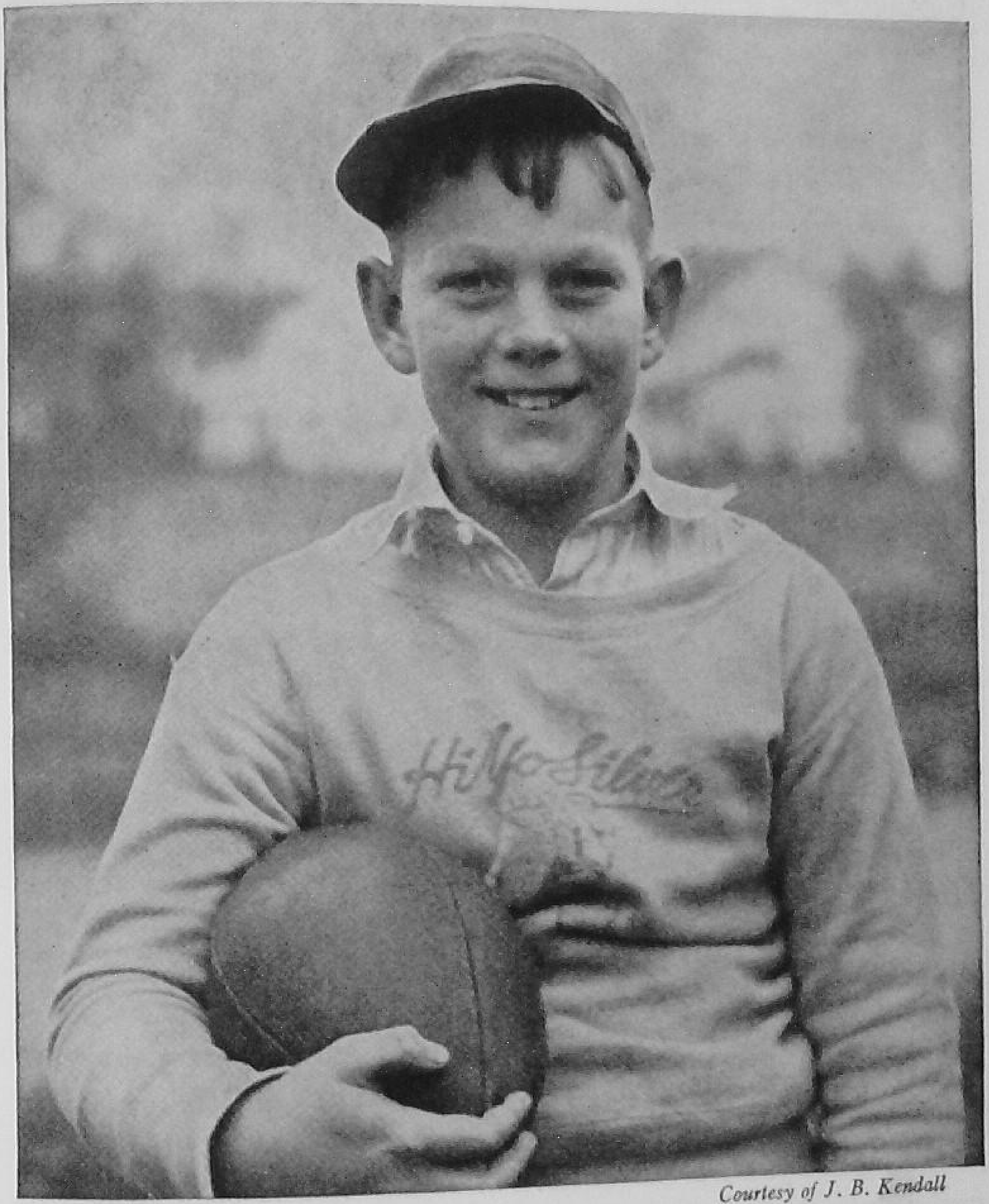
THE FOOD YOU EAT

What is food? *Food consists of those substances which build body structure, build and repair body tissue, regulate body processes, or furnish energy to the body.*

Suppose we take that definition apart and study it phrase by phrase, and as we do so let's relate it to your life.

Food consists of those substances which build and repair body tissue. A baby is made of flesh and blood and bones. So is an adult. So is grandfather. Should we say that you added to the meat on your bones by eating meat and that you added to your height by eating bones? Hardly. You do eat meat, but no bones. You drink milk and eat eggs, fresh fruits and vegetables, and cereals. You drink orange juice and — you *have* grown. Apparently, then, something happens to the food which you eat to change it into what you are.

Food consists of substances which regulate body processes. Babies digest the food they eat. If they did not they would not live or



Courtesy of J. B. Kendall

IT'S FUN TO BE ALIVE WHEN YOU HAVE GOOD HEALTH

grow into a size and shape like yours. The processes of digesting food and of increasing one's weight and height can be neither seen nor heard. They go on silently — these processes of internal work in the body. Other processes are breathing, beating of the heart,

glandular work, certain movements of muscles in the stomach and intestines, as well as keeping muscles stretched or in "tone." Certain waste products from your body and some unusable parts (cellulose) of the food accumulate during this internal work. The process by which your body gets rid of these accumulations is known as excretion.

Food contains substances which furnish energy to the body. Babies cry, breathe, wave arms and legs aimlessly, gurgle, and kick. A nonliving object does none of these things. It remains still and cold. It lacks the energy to get about.

Perhaps you felt like that — lacking energy to get about — when you told your mother that you were "too dead tired to move." That statement might be more readily accepted as true were it not for the fact that you are more apt to be "too dead tired to move" when your mother wants you to go to the store or help with the dishes than when there is a hockey or tennis game in the offing. Odd, isn't it? And if you were really "too dead tired to move" how could you make your tongue move to say that you were tired?

Had you no energy you might agree with the poet:

> I wish I were a little rock,
> A-sitting on a hill,
> A-doing nothing all day long,
> But just a-sitting still.

You differ from a stone in that you know that after you eat food — which a stone cannot do — you sit up and take notice. The energy you have came from the food you ate or drank.

We repeat, *foods are those substances which build body structure, build and repair tissue, regulate body processes, or furnish energy to the body.*

Now that the definition of foods has been related to your life, suppose we explore further.

A scientist who is worth anything has an inquiring mind. This is especially true of a food scientist who is working with food and

its relation to the human body. All scientists say, "We believe this and this today, but perhaps tomorrow we may learn some-

Fred B. Garrett

WHEN YOU FEEL WELL IT'S EASY TO DO YOUR BIT BY KNITTING

thing else. We continue to experiment to find out." This is especially true for food scientists.

You need to keep an open mind. Only a stupid person says, "I will not listen to what you say. I learned differently yesterday.

Someone told me so and it must be true." It *was* true at the time but something new may have been found out since then.

"Nutrition" and "nourish" come from the same word root. When you are asked to describe the person who looks well nourished, do you pick out (*a*) a person who is puffy and fat; (*b*) a person who is pale and stooped; (*c*) a person who is upstanding, has good color, bright eyes, seems full of life, has a nice smile, a good disposition; (*d*) a person who is scrawny-bony, thin of face, rather peevish? Not much chance to pick out the wrong one, for you are familiar with what a well-nourished person should look like.

How did she get that way? "By following the rules of good nutrition," is the answer you should give.

THE SCIENCE OF NUTRITION

What is nutrition? *Nutrition is the science of nourishing the body properly.* Or, stated in other words, *the science of providing adequately for the growth, maintenance, and repair of the body.*

Do you know any other sciences? You know arithmetic, the science of numbers. Arithmetic is centuries old. So old that all its facts are fixed and certain. There may have been a time when somebody ventured to say that two and two might make three or five, but four has been definitely fixed once and for all. Two and two make four — no argument. You know that it is the only answer your teacher will accept. If you are wise you do not fool around with anything but four.

Nutrition as a science is young. It is scarcely fifty years old. That may seem a ripe old age to you, but — as compared to the age of arithmetic — fifty years is but a moment.

Take the first syllable in the word "nutrition" ("nu"). Pronounce it all by itself. It sounds as if it were spelled "new," doesn't it? What happens when a person meets a new thing? Well, when you learned to play a new game you lost the first time. You played the game a second time, using a different method.

You lost again. After a number of trials you won, but it took some time to learn the principle of the game. In working with nutrition — this new subject — scientists lost a number of times. Perhaps at each new trial the scientists said, "This time I have a new system. I am sure this one will work." But it seldom did. However, the scientists kept on trying new theories. Finally they established some basic facts. These work just as surely as the science of numbers works and just as positively as two and two make four. The newness of nutrition is beginning to wear off.

In this unit you make the acquaintance of many new words or phrases. You are not going to be asked to eat these new words, but you will find that they tie up closely with eating and with food.

It is not necessary to go into all the scientific details of food studies which have been made. You are asked to accept certain facts. Here are some of them.

NUTRIENTS

Foods which contain varying amounts of carbon and oxygen and hydrogen (with the last two elements always existing in the proportion to form water) are classed as *carbohydrates*. Foods containing carbon, hydrogen, and oxygen in varying amounts and combinations are classed as *fats*. Foods always containing carbon, hydrogen, oxygen, and nitrogen, sometimes sulphur and phosphorus, are called *proteins*. Carbohydrates, fats, and proteins are nutrients.

Carbohydrates. Included are *sugars*, such as:

- Sucrose (cane or beet sugar)
- Dextrose
- Lactose (found in milk)
- Maple sirup
- Honey
- Molasses
- Sorghum

Included are *starches*, such as:

- Cornstarch
- Starches in cereals (including corn)
- Starch in potatoes

Fats. Included are:

Olive oil	Butter
Corn and other vegetable oils	Cream
Lard	

Proteins. Included are:

Meats	Milk
Fish	Peas
Eggs	Beans
Gelatin	

Carbohydrates are eaten to serve as fillers and to provide energy. Fats are eaten to serve as appetite satisfiers and to provide fuel. Proteins are eaten to serve as taste or flavor satisfiers and to rebuild old tissue and build new. The body needs different amounts of these three nutrients at different times and under different conditions. When Bob is growing so fast his mother cannot keep his shirt sleeves long enough to cover his wrists, he needs more protein (which is definitely a tissue builder) than he needs when he is a grown man like his father. When the weather is cold and Sally does not wear enough clothes to keep her warm, she will have to eat more fats (which are excellent fuels) than she will when she is well covered or when she lies lazily around in the hot summer. Polly is tall with long thin legs. She wears socks. Jane is short and plump, with fat little legs. She wears socks, too. If Polly has more skin exposed to cold winter air than Jane she ought to be eating more fuel foods than Jane if she wants to keep her body warm enough to withstand the cold, chilly winds of winter.

Jack's grandfather is eighty-eight years old. He sits by the window day after day. He does nothing, practically, but eat and sleep and talk. Jack is eight years old. He is in mischief and on the go from the minute he wakes until he falls asleep at night. He needs more food to give him energy than does his grandfather.

Do you see how it works? Age, size, shape, affect the amounts of food and the kinds that one should eat.

Three other nutrients enter the picture of body growth, body processes, and body regulation. These nutrients are *water*, *minerals*, and *vitamins*.

Water. Water makes up 65 per cent of the weight of the human body. Without it we should be as dry as an old leaf. Water is used to regulate the temperature of the body, to become the major part of digestive fluids, to carry soluble substances, to help in excreting or ridding the body of the insoluble waste products. Also it is a tissue-building material. Water is a nutrient.

Have you ever seen a fresh ripe plum known as an Italian prune? It is plump and juicy. Look at that same prune when it has dried. It is wizened and wrinkled. Want to look like a plum and be called a "peach"? Drink water. Want to look like a prune and be called one? Don't drink water. (Of course you need other nutrients besides water. You know that.)

Minerals. It is difficult to say that one mineral is more important than another. Even though there is only a tiny, tiny amount of a given mineral in the human body, the scientists have found that that tiny amount helps to keep the body in health. Some of the minerals are found in the body in greater amounts than others. Minerals in our foods are nutrients.

Calcium comes first in the list. Lacking calcium, our teeth are poorly formed. Our bones lack strength and shapeliness. Our fingernails and hair are nothing to boast about. Calcium is found in abundance in:

Milk and milk products
Leaf cabbage
Kale
Mustard greens
Egg yolk

Second in importance is phosphorus. It is an excellent partner of calcium. It is to calcium as David was to Jonathan. One of them was practically lost without the other. Phosphorus is found in abundance in the following foods.

Milk products	Whole grains
Eggs	Wheat germ
Meat	

Iron puts red corpuscles in the blood, a shade of pink in your cheeks, a strong muscle in your right arm (and in your left for that matter). But to get the value of iron in the food we need traces of copper, another mineral. Many vegetables contain minute quantities of copper. So do some meats. Usable iron is found in:

Egg yolk	Entire wheat
Leafy greens	Wheat germ

We might liken the partnership of iron and copper to that of calcium and phosphorus — another David and Jonathan.

Iodine is another needed mineral. Without it the thyroid (which is an important gland in your throat) does not act properly. A person lacking iodine is apt to have goiter. Iodine is found in sea foods, in certain soils, and in iodized salt.

Sodium and chlorine are two important minerals. We get them when we eat plain, ordinary table salt. Farmers have found that they need to put huge lumps of salt in the pasture so that animals can lick these lumps of salt whenever they feel the need.

Manganese, potassium, magnesium, sulphur, arsenic, aluminum, are other minerals of which we need — as was said before — tiny, tiny amounts. So small an amount that you might say, "Goodness, I don't believe my body would miss it if I did not have it. Why, it's just a pinpoint of it!" But you try to live without those pinpoints of minerals and you feel and act queer.

Vitamins. No matter where you start with the story of foods you find yourself launched on an adventure.

Cruel wars have been fought by greedy nations who wanted to hold the spice trade for themselves. Hardy mountaineers have died in their quest for tea plants. Adventurous but badly scarred and scared explorers have emerged from dense jungles with odd and unusual fruits.

But out of doors is not the only place where explorers find adventure. Just as exciting may be the laboratories of scientists.

For years scientists and doctors had been puzzled by reports of sailors who died slowly, painfully, when sailing vessels which they manned had used up their entire store of fresh foods so that dried ones were all that were served. They marveled at the tale

Courtesy of Professor E. B. Hart

THE HOUSES IN WHICH SCIENTISTS KEEP THE ANIMALS USED IN LABORATORY TESTS ARE SPOTLESSLY CLEAN AND STANDARDIZED FOR SCIENTIFIC ACCURACY IN CARRYING OUT EXPERIMENTS

of the power of lemon or lime juice to bring ailing sailors back to life and health.

They were familiar with the reports of Asiatics dying by the hundreds of thousands when their diet was reduced to little but polished rice.

They were perplexed by the swollen joints, the roughened skin, of those Southerners who subsisted largely on a diet of corn meal.

Perplexed, bewildered, bothered, they must have spent many a sleepless night seeking remedies. All too frequently the remedies which they tried were good for nothing.

Can you picture, then, the excitement when a scientist fed a few drops of a rice-bran extract to a drooping pigeon and saw it change before his eyes into a lively creature? It seemed as uncanny as the recovery of the sailors on the ships. Rice-bran extract, lemon juice — what was it all about? That revived pigeon was a clue. Something new, some powerful substance, had been found at last. Much, much has happened since those exciting days in 1910. Much that was claimed at that time has since been disclaimed. Much that was disclaimed has since been proved true. With such excitements are the discoveries of vital substances like vitamins attended. And now we say quite calmly, vitamins are nutrients.

Scientists have not made up their minds exactly what to call these vital chemical substances.

They have been given many different names, but at the present time the tendency is to call them — these vitamins — by names which identify their composition. For example, niacin, ascorbic acid, thiamin.

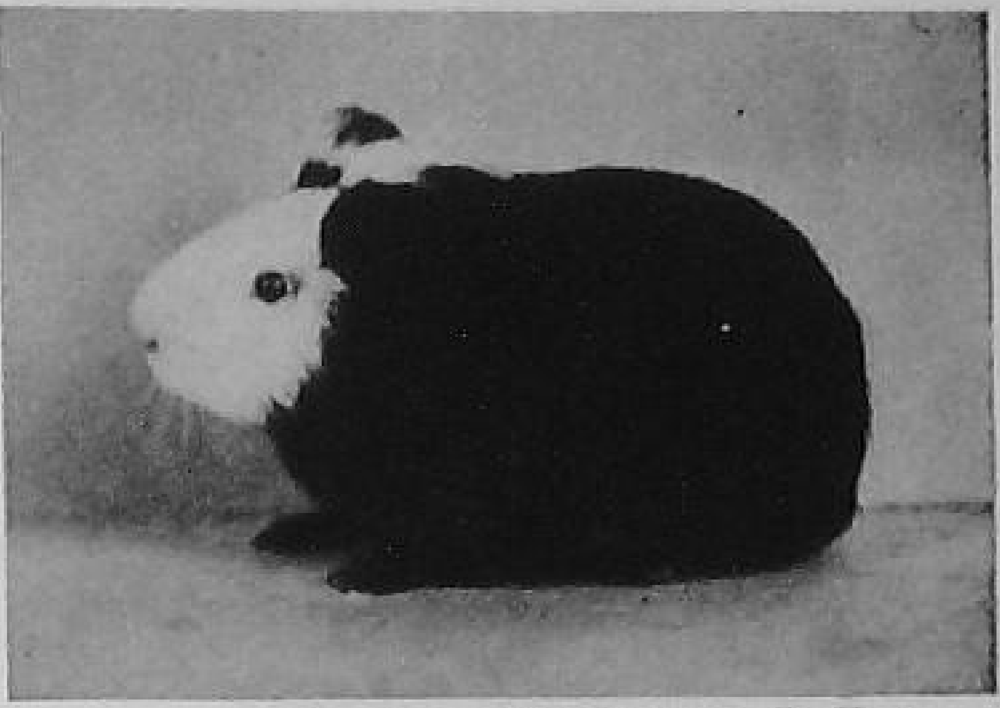
Call 'em whatso'er you may —
The thing's to eat them every day.
They're found in Mother Nature's bins;
They're good for stouts as well as thins.

So let's be thankful that we know
About these things that help us so;
And henceforth plan our bill of fare
To give our bodies a full share.*

Time, energy, and intelligence are given — as a matter of course — by scientists to experimental work. They use test animals such as the rat and the guinea pig. These animals have been selected because the scientists have found that the animals' digestive systems act much like those of human beings. Since the time required for a new generation of rats or of guinea pigs to

* Reprinted through the courtesy of "The Ancients of History — Vegetables" by Leona Lacey Warriner, from *Health*, April, 1934.

develop is much less than that required for a generation of human beings, it has been comparatively easy from the point of time to find out what will happen when generation after generation of animals are fed properly or improperly.



Courtesy of Professor E. B. Hart

THIS SLEEK GUINEA PIG SEEMS QUITE CONTENT TO BE A GUINEA PIG IN A SCIENTIST'S LABORATORY

Without going into too much detail regarding vitamins, the following statements are made: All of them are necessary for life, development, and good health. Each one of the vitamins makes a special contribution, but in one way or another it contributes to life, development, and good health.

Without doubt new results will be obtained in the coming years. What you need to know is that the food you eat every day *must* contain these vitamins in usable and acceptable form.

Unfortunately the amount of vitamin found in a given food is not the same under all conditions. Green vegetables which are bleached contain less vitamins than the green ones which are unbleached. Vegetables freshly picked and left whole contain more vitamins than those which have stood around for some time or have been mangled in the preparation for cooking. Some vitamins are made practically useless when they come in contact with baking soda. Vitamins which are water-soluble are going to dissolve in the water in which the vegetable has been soaked or cooked. Vitamins which are fat-soluble share the same fate when they are combined with oil. Mineral oil which is not absorbed by the body may dissolve the fat-soluble vitamins and carry them off unused. Foods that are cooked and exposed to the air, kept warm, and allowed to stand after cooking have fewer vitamins when served than those which are quickly cooked and served at once.

Vitamin A. Vitamin A is closely related to a yellow coloring matter known as carotene which is found in leafy green and yellow foods. Many vegetables are in this classification, although

there are also some fruits and a cereal:

Kale	Parsley *
Unbleached lettuce	Sweet potatoes
Green cabbage	Apricots
Spinach	Yellow corn meal *
Carrots	

Carotene is changed to vitamin A in the animal body. Vitamin A is found in:

Fish-liver oils	Butter
Liver	Egg yolk
Milk	

Too small an amount of vitamin A prevents a normal and healthy condition of the skin tissue or the lining and mucous membrane in the throat. Chalky teeth may say to the dentist — "lack of vitamin A." In the retina of the human eye there is a substance which is bleached when one looks at a bright light. When this happens eyes cannot see clearly. When there is not enough vitamin A the reaction is slow and the person is said to have night blindness. This is particularly dangerous in this automobile age where drivers are at the wheel of their automobiles at night.

Vitamin D. This vitamin has a pleasant nickname. It is called the "sunshine vitamin." When there is too little of this vitamin in a person's diet the individual gets rickets. That is, the bones are soft; they bend, take queer shapes — bowlegs, for instance. Knots at the end of rib bones are enlarged so that they look like beads. Square foreheads, cramped space for one's lungs, are all too frequently signs of rickets.

Since bones are shaped during early childhood, it is necessary to get plenty of vitamin D and get it from the time one is born.

* Eat the parsley on your plate! Enjoy the johnnycake and the corn-meal mush!

But when the sun stays under clouds, what then? As Sherlock Holmes might say, "Elemental, my dear Watson, elemental; take fish-liver oil or eat foods that have been 'irradiated.'" This irradiation is done by exposing the food or the source of the food (say the cow that gives the milk, or the hen that lays the egg, or the flour that goes into bread) to the ultraviolet rays that are produced by a special lamp or machine. These same rays are found in sunshine. Whether they are in lamp shine or in sunshine, they change a source of vitamin D — ergosterol — to vitamin D itself.

Unfortunately common window glass filters out the ultraviolet rays from the sunshine, so sitting at a window, even though the sunlight is pouring in, is no help.

Vitamin D is fat-soluble and is found in:

Egg yolk
Fish-liver oils
Irradiated foods

Without vitamin D we cannot use calcium and phosphorus as well as we should. That may explain why we have poor bones and poor teeth.

Vitamin C. Vitamin C is known as ascorbic acid. It is found in large quantities in:

Oranges
Lemons
Grapefruit
Limes
Tomatoes

There is plenty of it in:

Fresh apple cider
Baldwin apples
Fresh strawberries
Potatoes
Raw vegetables like rutabagas and turnips
Leafy greens

Maybe Nebuchadnezzar was wiser than he knew, for he ate grass, and grass is very rich in vitamin C. "Cows cropping grass and rabbits nibbling lettuce have the edge on many humans in

the matter of diet. By Nature they know what is good for them." Too bad humans are not so intelligent!

Pine needles also are rich in vitamin C. During the Alaskan gold rush a doctor used a tea concocted from pine needles to treat a great many men whose legs were painfully swollen. The chances are that you will not eat grass or drink pine-needle tea, but you *can* eat watercress, cabbage, and Brussels sprouts.

Vitamin C used to be called the anti-scorbutic vitamin. "Scorbutic" and "scurvy" come from the same word root. Now scurvy is a painful disease. The legs and the arms swell, the skin is pale, and the body wastes away. Frequently there is bleeding under the skin. The teeth decay badly. Scurvy was a disease that those British sailors had — that disease which was cured when they were served fresh lemon juice. The lemons they used came from the Mediterranean area and the sailors called them "limes." After the value of the citrus juice was discovered, "limes" were stocked on every ship. The ships were called "lime juicers," the sailors were known as "limeys," and the district in which sailors stayed when in London was given the name of "Limehouse."

Vitamin C seems to be an impatient vitamin! It loses its value after the food that contains it stands around exposed to the air. Orange juice, cole slaw, sliced bananas left standing around for some time before they are eaten have lost much of the vitamin C. It is necessary to cook foods containing vitamin C quickly, and well to serve them as soon as they are cooked.

Never, never put baking soda in with green vegetables which contain vitamin C. If you do you may have baking soda and a vegetable, but no vitamin C.

Vitamin B. When we come to vitamin B we are reminded of a large family of brothers and sisters. No two members of the family are exactly alike and yet they all have the family name. You know what happens. Someone looks at you and says, "Oh, you must be Martha's daughter. You look like her," or "You are John's brother, aren't you? I can tell because there is a family resemblance." Scientists use the phrase "B complex" when they

talk about the vitamins in the B family — all of which have certain qualities in common.

The first vitamin in the family which they identified is now known as vitamin B_1 or *thiamine*. It is the vitamin that perked up the drooping pigeon. It is the senior or the first-known member of the family and is found in:

Wheat germ	Green peas
Whole grains	Green Lima beans
Cereals	Peanut butter and peanuts
Lean pork	

Smaller amounts are found in such foods as:

Sweet potatoes	Cauliflower
Apples	

If you have little appetite, you need to eat some thiamine.

Riboflavin, sometimes called *vitamin G* or *B_2*, is found in good amounts in:

Evaporated and condensed milk	Glandular parts of meats such as liver, sweetbreads
Eggs	

Some riboflavin is in green leafy vegetables. Without sufficient riboflavin the body does not develop as it should and apparently it gets old long before its time. You may wish you were older, but for goodness' sake do not omit riboflavin because you may find yourself looking like sixty instead of sixteen!

Niacin is a third vitamin in the B complex. Lack of niacin was the cause of the sicknesses of the poverty-stricken Southerners whose diet was largely "hog and hominy." The doctor's name for that disease is pellagra. Eat:

Lean muscular meats	Milk
Green vegetables	Wheat germ

and pellagra vanishes because the body is receiving nicotinic acid.

Vitamin E. This vitamin has been found necessary for normal fertility in test animals. Without it these animals have no off-

spring. The importance of vitamin E in human nutrition has not been determined. Vitamin E is found in:

Wheat-germ oil	Liver
Lettuce	Egg

Vitamin K. Vitamin K, which is found in spinach and green cabbage, checks hemorrhages or loss of blood in large quantities. It seems to be important in the diet of chicks. In humans it is synthesized or made up within our own bodies.

Review the foods in which the vitamins are found. A few important ones have been listed for each vitamin. You come to the conclusion that if you drink or eat enough milk and milk products, eat green vegetables, citrus fruits, glandular and muscular meats, whole cereals, and eggs, you do not need to worry about your supply of vitamins — with the exception of vitamin D. The sunshine vitamin is best secured, especially in smoky gray cities, by taking fish-liver oil. Today doctors prescribe a few drops of cod-liver oil for a baby for daily dosage. Slowly the amount increases until by the time that child is your age the dose consists of one teaspoonful of fish-liver oil given day in and day out, summer and winter, spring and autumn, sunshiny day and gray day.

A spoonful a day and the sky can stay gray for all you care. You carry your sunshine around with you.

It's a very odd thing —
As odd as can be —
That whatever Miss T eats
Turns into Miss T.

— Walter De la Mare *

The foods which we have been talking about would certainly make a large pile if they were heaped up but they do the body no good unless they are eaten.

* From the poem, "Miss T," in *Peacock Pie*. Copyright by Henry Holt and Company, 1924.

Eating is fairly simple. It consists of putting substances called food into a "hole in one's head." But what happens after that? How do meats, eggs, cabbage, bread, potatoes, milk, change into you?

The change is accomplished by three processes. Food is digested, absorbed, and then assimilated or made over within your body so that it becomes you.

Digestion. Digestion may be described as consisting of two activities. After the food is put into the mouth it is broken by muscular action and simplified in composition by chemical means.

Your jaws and teeth break up big pieces of food. A muscular movement in your throat carries the food to the stomach. Here muscular action churns the food and carries it to the intestines. Intestinal muscles keep up a wavelike motion, carrying the food along the entire length. Muscular action finally ejects waste and unusable material.

Located in different parts in the body are substances called enzymes. These are in solutions such as saliva, gastric juice, and intestinal juice. The water you drink and the water in the food that you eat form the basis of these solutions. It is the job of enzymes to break up food chemically much as teeth and jaws and muscular action break up food physically. No two enzymes are alike. Each one has a special job to do and once it has done its work it retreats, waiting to act again.

As a result of these chemical activities, the foods you ate are now changed to simple substances called "end products." Proteins, fats, and sugars each have different end products. Fuel and energy may be supplied by the end products of all three nutrients. But protein is an expensive food. It is uneconomical, usually, to choose such a diet that necessary energy has to come from protein.

But the foods Miss T ate are not Miss T, not as yet.

Absorption. When digestion is completed, you are ready to use and to absorb these simple substances. The bloodstream begins to pick out and absorb these simple forms of food. It carries them

here and there in the body. Some of the sugars are stored in the liver in the form of glycogen.

But the foods Miss T ate are not Miss T, not as yet.

Assimilation. Protein end products should be saved for building into human body protein. This building-up process, which goes on with all the nutrients, is called assimilation. End products of fat and carbohydrates unneeded for energy are assimilated into human body padding and fat. These unused products accumulate when more food is eaten than the body needs.

Mineral salts are reassembled, making the horny or bony parts of the body. Other minerals are left in the blood to give it color; others act as clotting agents so that a person with a broken skin does not bleed to death. Vitamins are used by the body to make it less susceptible to infections, also to sustain life, and to further desirable growth.

And now the foods Miss T ate have become Miss T.

PUPIL EXPERIENCES

1. In the old seafaring days when the sailing vessels left port and sometimes did not return for months or years, the sailors not only endured the hardships of work and weather but suffered from disease brought on by the lack of necessary foods in their diet. Read about these in "The Discovery of the Pacific," Chapter IX, and "The Elusive Northwest Passage," Chapter XXVII, in *The Young Folk's Book of Discovery* by T. C. Bridges. An account of the disease contracted by Magellan's crew is described in *Science in the Service of Health* by E. R. Downing. Discuss the hardships encountered by Magellan. What did the men have to eat? From what nutritional disease did Lieutenant Perry's men suffer? Tell what was done to check this.

2. Oliver Wendell Holmes, who was an American poet, and a doctor too, wrote a poem containing these lines:

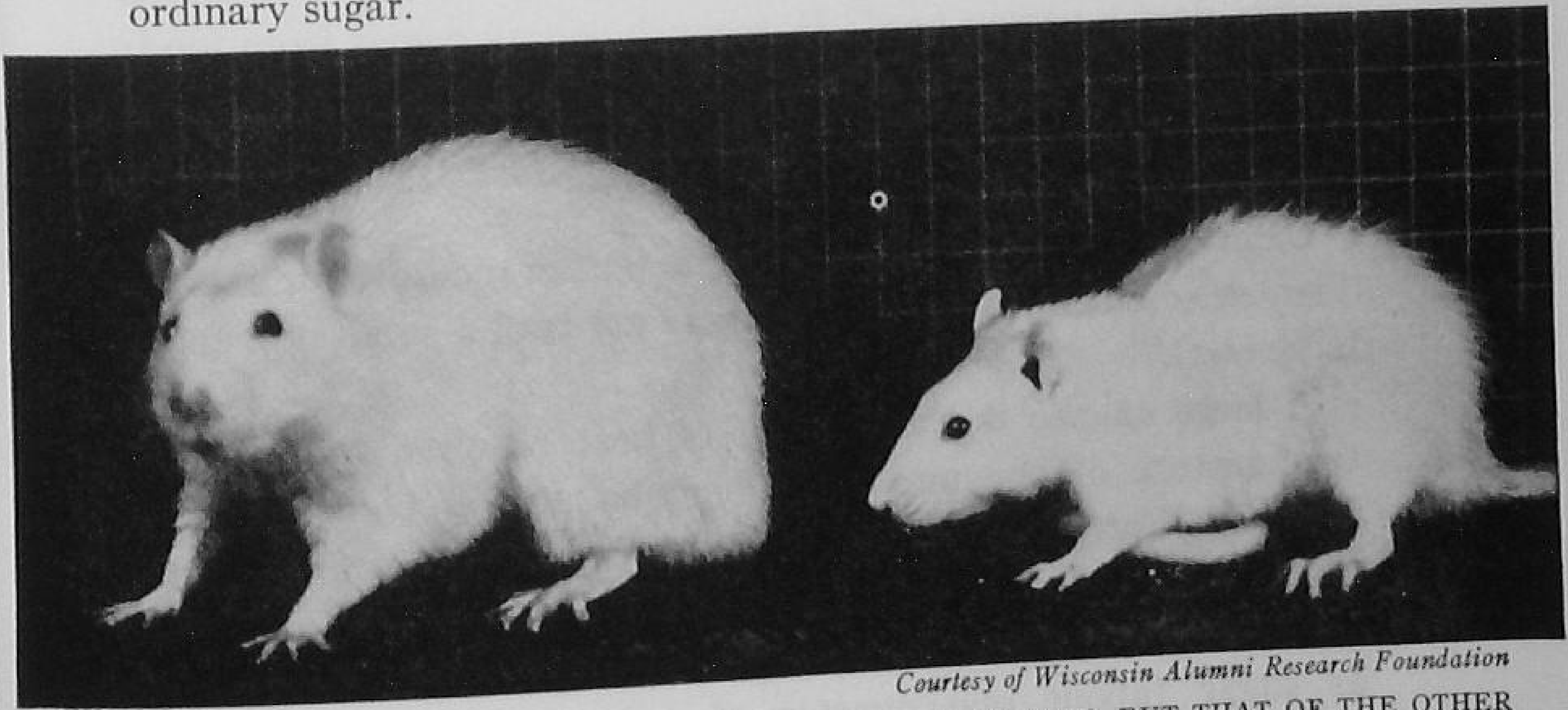
> "No life worth naming
> Ever comes to good
> If nourished on the self-same food."

What did he mean? How can we apply this to the selection of our daily food?

3. Conduct an animal experiment on two rats for a five- or six-week period. The purpose is to show the results of a lack of certain necessary foods in the diet. Divide members of your class into "squads" responsible for preparing food, cleaning the cages, and weighing and recording the weights of the rats during the experiment. A weight ladder or "ratograph" (arranged with tiny pictures or cutouts of rats at different places on a large graph sheet) will add to the interest. Detailed instructions for carrying on the experiment will be found in the bulletin *The Ups and Downs of Brother Rat*, published by the Wisconsin Alumni Research Foundation, or in *Foods: Their Nutritive, Economic, and Social Values*, by Harris and Henderson.

4. Can you or your classmates bring stories from service men telling of their sufferings from the want of water? Do they say that thirst was harder to bear than hunger? What did they carry in their emergency kits to change polluted water into a safe drink? Find an account of how ocean water is freed from salt, thus making the water drinkable.

5. Learn some of the symbols which the chemist uses when he expresses the elements of which our food substances are composed. Example — O for oxygen. Find out how two of these elements are united to form water, and how three of them are combined to form ordinary sugar.



Courtesy of Wisconsin Alumni Research Foundation

THIS IS WHAT HAPPENED WHEN ONE RAT WAS FED A GOOD DIET, BUT THAT OF THE OTHER RAT LACKED CERTAIN NUTRIENTS

6. Observe a demonstration which shows the different foods such as milk, eggs, sirup, meat, butter, bread, salad oil, cornmeal, and others being tested for sugar, starch, fat, and protein. Keep a record of the results secured. The demonstrations may be given by your teacher or by some member of your class.

HOW'S YOUR ENERGY?

ENERGY AND ITS MEASUREMENT

Energy. Digestion releases energy which is used continuously by you. A small amount of the energy which is released by digestion has to be applied to carry on the very process of digestion itself. But mostly you need and use energy to breathe, walk, stretch, eat, sleep, to keep the muscles in a state of good tone or health.

Shall we go back to the scientists for a moment? From the start their aim had been to discover the foods which make human beings well-nourished. They had reached the point in their work where they knew that humans needed energy to live and they had learned that energy came from food. The next questions which they put to themselves must have been these: How much energy does a person need? How much energy comes from food? Once those two facts were known it would be easy, they reasoned, to balance one against the other and to get well-nourished human beings.

Calories. They set out to find some unit of measure for energy. They selected the large calorie (there are two, a small one and a large one).

A large calorie is the amount of heat required to raise the temperature of one pint or one pound of water four degrees Fahrenheit or the amount of heat required to raise the temperature of one kilogram of water one degree Centigrade.

Science has proved that one gram of pure carbohydrate, such as sugar (about one quarter of a teaspoon) furnishes four calories. A gram of pure protein such as dry gelatin furnishes four

calories. One gram of pure fat such as olive oil furnishes nine calories. Scientists used an instrument called a calorimeter to find out how many calories were in different foods. Tremendous amounts of work have been done on that subject. An incomplete table follows:

APPROXIMATE CALORIC VALUE OF A FEW FAMILIAR FOODS

Food	*Amount*	*Protein Calories*	*Total Calories*
Beverages			
Cocoa	1 cup	23	150
Milk	1 glass	37	170
Orange juice	½ cup	—	65
Tomato juice	½ cup	4	25
Breads			
Bread, rye	1 slice	8	70
Bread, white	1 slice	7	52
Bread, whole wheat	1 slice	10	75
Graham crackers	1	4	40
Wafer rye crisp	1	4	27
Cereals			
Cornflakes	¾ cup	6	100
Rolled cats, cooked	¾ cup	17	100
Dairy Products			
Butter	1 tablespoon	—	100
Cottage cheese	¼ cup	61	80
Cream	1 tablespoon	1	30
Evaporated milk	¼ cup	15	80
Margarine (vitamin A)	1 tablespoon	1	100
Eggs			
Egg	1	25	70
Fish			
Salmon, red, canned	½ cup	45	100

Food	*Amount*	*Protein Calories*	*Total Calories*
Fruits and Desserts			
Apple	1 medium	2	80
Baked custard	½ cup	18	125
Banana	1	5	100
Chocolate sundae with nut meats	1 serving	24	350
Cookies, oatmeal, with raisins and nut meats	1 (3″ diameter)	15	133
Devil's-food cake	1½″ × 4½″	8	100
Grapefruit	½	5	100
Ice cream (vanilla)	1 serving	15	190
Orange	1	5	80
Pineapple, canned	1 slice, 3 tablespoons juice	1	100
Tapioca cream	1 serving	17	150
Meats			
Bacon, cooked	1 slice	3	22
Beef, lean roasted	1 serving	62	100
Beef, hamburg	1 large ball	60	150
Liver	1 piece	40	150
Soups			
Clear	1 cup	12	15
Cream of tomato	1 cup	30	269
Sugars			
Brown sugar	1 tablespoon	—	33
Honey	1 tablespoon	—	75
Sugar, granulated	1 tablespoon	—	50
Vegetables			
Beans, baked	½ cup	32	150
Cabbage, fresh chopped	1 cup	5	25
Carrots	2, 4″ length	5	50
Corn	1 ear	6	50
Kale, spinach (steamed)	½ cup	2	25
Lettuce	¼ head	3	12

Food	*Amount*	*Protein Calories*	*Total Calories*
Lima beans (cooked), fresh-frozen, fresh, canned	½ cup	23	100
Peas, canned	½ cup	7	60
Potato	1 medium	11	100
String beans, fresh	½ cup	5	25
Tomato, fresh	1	5	25

Your Calorie Requirement. After experimentation the scientists invented a machine which determines how much energy any individual needs for living, working, and playing. Here are a few figures which apply especially to you:

CALORIES REQUIRED DAILY

Age	*Boy*	*Girl*
9 years	2000	1900
10 years	2300	2250
11 years	2450	2400
12 years	2650	2550
13 years	3000	2800
14 years	3200	2700

Or to state it differently:

CALORIES REQUIRED PER POUND

Age	*Boy*	*Girl*
10–13 years	34–30	32–27
14–17 years	30–23	27–18

They found that 15 per cent of these calories should come from protein while you are growing; 10 per cent, when you are grown.

Well-Nourished Boys and Girls. About this time the scientists may have thought they had found the answer to what makes a well-nourished boy and girl. But evidently they had not, because boys and girls still had sniffles and pale complexions, poor teeth and bent bones, even when they ate according to the schedule listed above.

We stop at this point to recall the adventures of four men who, in 1938, set out to catch some of the eyeless fish that thrive in the underground streams of the Mammoth Cave. What started as a simple hunt on their part ended in the discovery of new and unknown — but wait, read on.

Can't you hear those men talking as they started out? Very likely they said, "It ought to be easy to catch some of those fish. Let's start." So deep into the familiar cave they went. The going was easy at first. Suddenly they found themselves in an unknown passage. They pressed on, sometimes crawling on hands and knees, sometimes wriggling through a narrow opening, occasionally finding limestone rocks which all but blocked them. They must have been tempted many times to give up. They must have said, "This looks like the end. This is too difficult. Let's give up." But something kept them pressing on. After two days of almost unbearable physical torture they were ready to give up. They felt they must get back to the earth's surface to light, sunshine, and air. However, an urge to see the project through compelled them to go forward. They must have said, "We cannot give up now. Who knows, we may be close to something big." On they pressed. Finally they came into underground rooms of such grandeur and of such beauty they almost lost their breath. Now they said, "Eureka, see what we have found! It's worth all it cost."

As they were exploring they must have said each time they came to a bend in the trail, "Maybe the fish are just around the corner." However, they were not around the next or the next. But after a long last next, their search was rewarded.

That story is something like the one food scientists and nutritionists can tell. They set out rather casually to find out what makes a person healthy and well-nourished. They thought they had the answer when they discovered calories. But they were wrong. Calories led them to the trail of balanced meals — balanced with the right proportions of protein and fat and carbohydrates. But that was not the end of the trail — the path led on. They came upon vitamins — and wasn't that a thrilling

discovery! Here they found that instead of one path there were at least six, and lo and behold each of these six paths divided into bypaths which all led back finally to the trail. The end was not yet — the path led on. They discovered the important part minerals play in nutrition. Was that the end of the trail? No, the path led on — led to the discovery of the part that glands and their secretions play in the health of the body. That is where they are now — but still the path winds on. The goal — each boy and girl a well-nourished person — is not reached. But when they do reach it they can say, "We have found the goal. Our search is ended." As they go back over the story of their trip they will realize that not one bit of the path they traveled can be discarded. They can't say, "Skip calories and go to mineral salts" — it's a long, long trail.

Each discovery has been related to the next — from calories to balanced meals, to vitamins, to mineral salts, to glandular secretions, to —? And then at last, a well-nourished and healthy boy and girl.

PUPIL EXPERIENCES

1. Ice cream is sometimes spoken of as "frozen heat." Look up ice cream in the calorie list to see if you can find an explanation for this statement.

2. When gelatin was first discovered, over two hundred years ago, the thrifty French people thought it would be a good food for poor people because such a volume of the product could be made by adding water to the dry gelatin. Could it be used as a main article of people's food? What substances did it furnish and what substances were lacking for an all-round diet?

3. Read the chapter entitled "The Attack of the Kayaks" in *Kabluk of the Eskimos* by Lowell Thomas. Describe the feast following the kill of the walrus. What parts of the animal were eaten? Do we eat these parts of an animal? Did these parts furnish the Eskimos with any of the nutritional substances which they needed?

4. For a class demonstration have two members of your group pare and weigh one-half pound of potatoes or carrots. Have the members

put these through a food chopper. Dry the chopped vegetables slowly in an oven for several hours. Weigh the vegetable again. Note any change in weight; account for this. Check the composition of this vegetable in a reliable book to see how much of the now missing food substance it originally contained. Place a small portion of the dried vegetable in an evaporating dish and continue to heat over a flame until a black color, and finally a white ash, appear. Explain what has happened and tell what remains.

5. Plan a day's diet (three meals) which will fit your calorie requirement, using the calorie tables on pages 67–69. Check your diet to see whether it includes the necessary foods as listed on page 74. You might arrange to have your breakfast furnish one fourth of the necessary calories, your luncheon or supper one third, and your dinner the remaining calories for the day.

CAN OUR NATION DEPEND UPON YOUR STRENGTH?

SIGNPOSTS POINTING TOWARD GOOD NUTRITION

Scientists have erected some definite signposts along the trail.

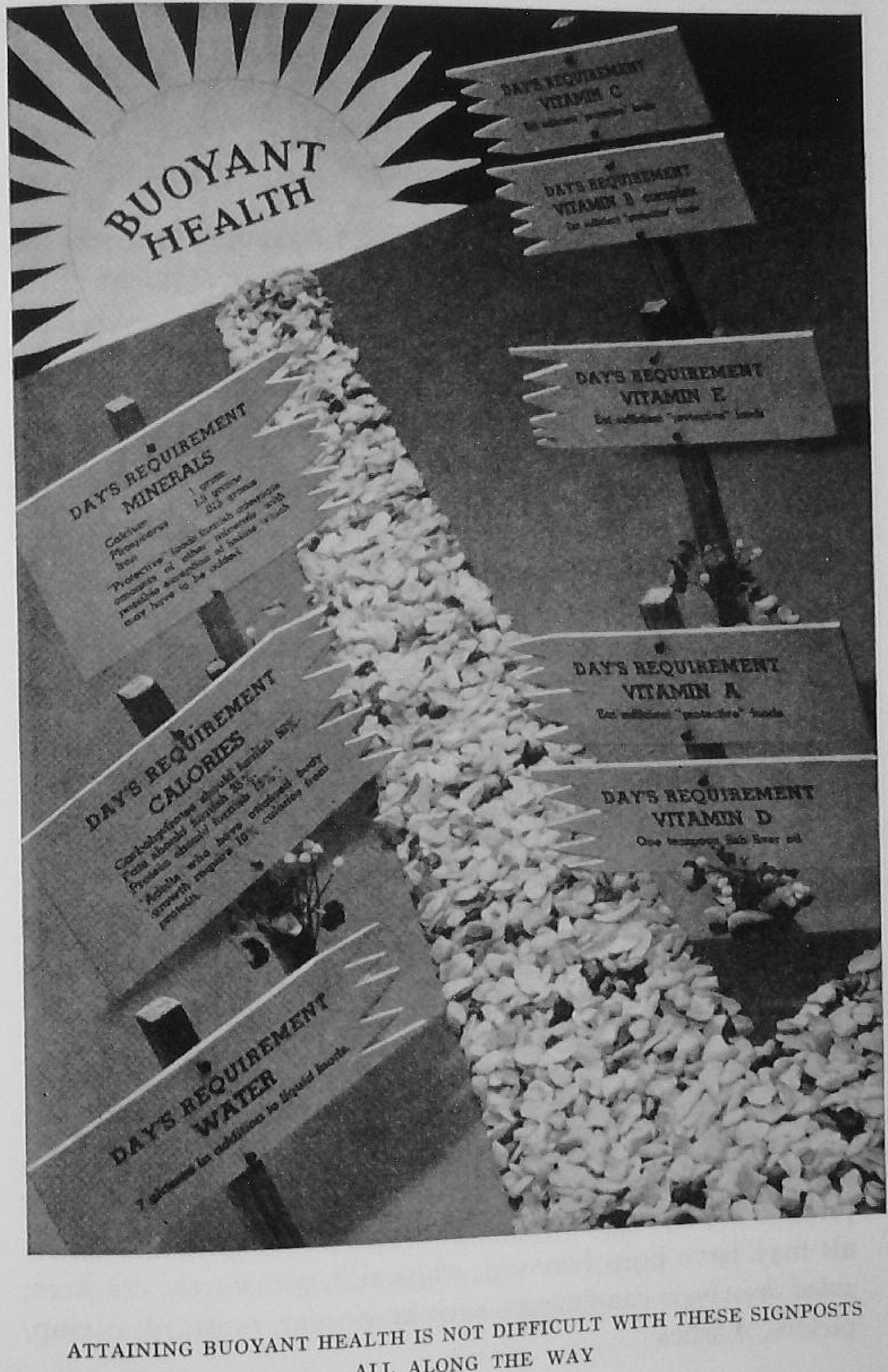
Calories. One reads like this: 50 per cent of the calories needed daily should come from carbohydrates; 35 per cent from fat; and 15 per cent from protein foods.

A little footnote on that signpost says: when one is an adult and has stopped growing, upwards at least, only 10 per cent of the calories need come from protein.

Water. Another signpost shows a day's requirement to be seven glasses of water in addition to the liquids found in foods.

Minerals. The signpost for minerals is interesting. It reads like this: one gram of calcium; one and one-third grams of phosphorus; fifteen one-thousandths gram of iron needed daily. Two footnotes are here: The remaining minerals which are needed will be supplied if you eat the foods listed in the day's requirements. Iodine may have to be supplied.

Vitamins. The signposts for vitamins do not give very definite figures. Note the signpost for vitamin D: one teaspoon of fish-



ATTAINING BUOYANT HEALTH IS NOT DIFFICULT WITH THESE SIGNPOSTS ALL ALONG THE WAY

liver oil daily. Other vitamin signposts say eat sufficient amounts of the "protective foods" — milk, butter, cheese, eggs, glandular tissue, dark or whole cereals, green and yellow vegetables, citrus fruits, and tomatoes.

THE BASIC SEVEN GROUPS OF FOOD

Few of you have time to figure the amounts of nutrients in the food you eat every day. According to the government nutritionists the foods you should eat every day are in seven basic groups. If you eat one or more servings of some food in each of the seven groups, you will be adequately fed.

Eat the "basic seven" first and then add to your day's meals such other foods as you want. Read the list, study it, check the menus on the next two pages to see whether they meet the "basic seven." Then check your own meals. How do you rate?

GROUP I	**Leafy green and yellow vegetables** some raw, some cooked, frozen or canned
GROUP II	**Oranges, tomatoes, grapefruit** *or* raw cabbage *or* salad greens
GROUP III	**Potatoes and other vegetables and fruits** raw, dried, cooked, frozen or canned
GROUP IV	**Milk, cheese, and ice cream** fluid, evaporated, dried milk *or* cheese
GROUP V	**Meat, poultry, fish, dried peas, beans, eggs** *or* dried beans, peas, nuts *or* peanut butter
GROUP VI	**Bread, flour and cereals** natural whole grain *or* enriched *or* restored
GROUP VII	**Butter and fortified margarine** some daily

Choose from these after eating foods from the basic seven:

Sugar, sirup, honey, jams, jellies, candy; *sweets or desserts* such as cookies, cakes, sherbets, puddings, doughnuts, pastries; *cereal products* so prepared or milled that valuable vitamins and minerals may have been removed; white rice, cornstarch, crackers; *salad dressings:* condiments, such as vinegar, mustard, catsup, pickles, relishes

DAY'S REQUIREMENTS TRANSLATED INTO MENUS

Eat meals like these and people looking at you will say, "Well! Well!! Well!!!" They mean that you are well-nourished, that you look well, and you know that you feel well. How much fun you are going to get out of life! More power to you.

I

Breakfast

Orange
Cooked whole-grain cereal Milk Brown sugar
Dark-bread toast Butter
Cocoa

Luncheon

Creamed eggs
Celery Lettuce sandwiches
Rolled-oats cookies
Milk

Dinner

Swiss steak
Potatoes Squash
Bread Butter
Cole slaw
Tapioca cream
Milk

II

Breakfast

Prunes with lemon
Ready-to-eat cereal Milk Sugar
Bacon Coddled egg
Dark-bread toast Butter
Orange marmalade
Cocoa

Luncheon

Baked macaroni in cream sauce topped with cheese
Peanut-butter sandwiches
Strips of raw turnips and carrots
Sliced bananas   Ginger cookies
Milk

Dinner

Liver loaf
Creamed potatoes   Escalloped tomatoes
Bread   Butter
Sunshine salad
Vanilla ice cream
Milk

PUPIL EXPERIENCES

1. Keep a record of the foods eaten by you at meals and in between meals for a two- or three-day period. How does your daily selection of food measure up to the suggested requirements? Talk over your meals with your teacher and suggest improvements, if these are needed.

2. Notice displays in drugstore windows or counters of products featuring vitamins or minerals. Read labels on some of the boxes or bottles. (Late fall or winter months are excellent times to observe these.) Listen to the radio programs, some of which make certain claims for vitamins or minerals in their products. Is this a cheaper or more expensive way to receive these substances for our bodies than in foods? Should these medical products be used to any extent without the advice of your doctor?

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Unit III. Sharing Good Times with a Few Friends

PARTY MANAGEMENT

You are fortunate when you have a home to which you may invite your friends. You have watched enough get-togethers at your house and in other people's houses to know that some of them are more enjoyable than others. Have you ever stopped to wonder why?

Before we go into that subject more fully, we are taking time out to plan a little party of our own. We shall have a few girls or boys over on Sunday or Saturday afternoon if Mother says it will be convenient.

Refreshments for an afternoon get-together should be few and be simple. There will be nothing more than cookies and something to drink or sandwiches and something to drink. Even if we are beginners at cooking we can manage two things without much difficulty. Then, after the get-together proves a success we can start preparing foods for real meals, say luncheons or suppers or breakfasts.

Now to get back to the party at which you had fun.

Have you ever stopped to think why you have a better time at one party than at another? Everything goes along smoothly at the pleasant party. Before you are tired playing one game your hostess has started you on another. No one seems to be worried about the refreshments. They appear almost like magic, with little waiting for them. The hostess who planned that party had done a great deal of work ahead of time. She had games and

ideas "up her sleeve." She kept the refreshments simple enough so that they could be served without fuss and bother. Because she obeyed the first rule of a perfect hostess, which says, "The comfort of my guests is my first consideration," she succeeded in giving everybody a good time.

Keeping that rule in mind, suppose we plan two parties. One is for three girls and yourself. The girls are coming over on Saturday afternoon to play games, to knit or sew, to talk a "mile a minute," and of course to have refreshments.

The other party is a boys' party. If you are the boy you are host. Three other boys have been with you on a hike during the early part of the afternoon. You come home tired and hungry. What will you, as host, offer the boys in the way of games and refreshments?

Of course, before you invited guests you should have had a conversation with your mother. You might have said, "Some boys or girls are coming over here Saturday afternoon. Will you get something for them to eat?" Instead we hope you did say, "Will it be all right, Mother, to invite some people over Saturday afternoon? I wish you would say yes. And if it is all right with you, I'd like to serve something — maybe punch and some cookies." Ninety-nine times out of one hundred your mother says yes. She may ask you (if you neglect to offer) to help get the house in order. She may say, "Now that you are taking work in a foods class how about your deciding what to eat and fixing it yourself?" That's not a bad idea.

Before you select the menu let's talk about the house and the way it will look, and about you and the way you will look. Some people are so particular that they will not ask any guests until the house has been scrubbed from attic to cellar. Clean curtains must be freshly hung, floors must be polished until they shine, dust must be nowhere — not even one speck of it. As a result of all this work the hostess is so tired when the guests do come that she is exhausted. Her party has little chance of being fun. We are not saying that houses should be dirty, dusty, and in

disorder but we do say that you as a hostess should be fresh and ready to enjoy your own party.

What about you and the way you look? If you overdress you will seem to be bragging. If you wear any old thing you have you will seem to be saying, "This party does not really amount to much so I won't bother to change my dress."

For the little get-together your school clothes are quite all right, but for an afternoon tea party the clothes which grandmother used to call "second best" are good ones to wear. You will be wise to check the clothes you are going to wear ahead of time, too. If you discover that the sweater you are going to wear has a spot, that the hem of the skirt is ripped, that the belt is lost, you will be in a flurry and in no shape to greet your guests with peace.

How about your slacks, John? Are they clean? And the sweater sleeves have no holes?

Now what about refreshments?

Party food is the nicest food!

MENU FOR GIRLS' GET–TOGETHER

Chocolate ting-a-lings or molasses rice crisps
Chilled fruitade

MENU FOR BOYS' GET–TOGETHER

Peanut-butter sandwiches Minced-ham sandwiches
Milk Polished red apples

PARTY MANAGEMENT — GIRLS' GET–TOGETHER

As a rule too much food is served to company. After all, you do not invite guests to your house because you think they are starving. When too much or too fussy food is served at a party it becomes extremely difficult for the next hostess who entertains. She feels that she must serve as much as you did — often her

pride makes her add a little more. Soon entertaining becomes too much work, costs too much. Too much food takes away your appetite so that when you sit down to the dinner table you say, "No thank you, I don't care for any." And then nobody is happy. You should have fun planning a party and fun at the party and have fun talking over the party when it is finished.

Suppose we serve chocolate ting-a-lings, and chilled fresh fruitade. Are you going to have the girls sit down to the dining-room table? No. Then you are putting them at a card table, or asking them to hold the food and dishes in their laps? Better have a card table, don't you think?

You will need a cover for the table. See whether your mother has napkins to match or wants you to use paper napkins or some small tea napkins.

You will not need any silver, will you? But you will need glasses of some kind in which to put the beverage. Does your mother put the glasses right down on the cloth or does she have small round objects called "coasters"? Should any juice run down the outside of the glass it will not touch the tablecloth when the glass is set on the coaster.

Is the girl going to hold the ting-a-ling in her hand all the time she has it? No, because the chocolate will melt and mess up her fingers. She will need a plate, won't she? Check plates. Are you going to put the ting-a-lings on each girl's plate ahead of time or will she help herself from a whole plate of them? You need a large plate, doubtless.

Your list reads "tablecover, napkins, tumblers, coasters, individual plates, and a large cake plate." Get those ready and set aside in the kitchen.

Better get out the table, too, and give it a dusting off. What chairs are the girls going to sit on? Check those.

Oh yes, one other thing. Are you going to have a centerpiece on the table? A low vase with a few flowers, maybe marigolds? Fine. Get those arranged and ready.

Next of course is the preparation of the food itself.

The fruit juices can be combined and set in the refrigerator to chill. Do this early in the day.

The ting-a-lings need a thorough chilling, too. Better prepare them early in the morning.

PARTY MANAGEMENT — BOYS' GET-TOGETHER

Boys enjoy get-togethers just as much as girls do.

Boys like food, too, but usually the more filling it is the better it suits.

How about sandwiches, polished apples, and milk? That's an easy menu to prepare.

Where will you eat? If you have a recreation or a play room, you will go there after you come home, or after the boys come over. The porch is fine in suitable weather.

Will you set a table with cloth and centerpiece? Perhaps, but the chances are against it.

If your mother has enough trays you might get these ready before the boys come. Put a paper napkin or a gay colored napkin on each tray. Pour the milk into a pitcher and set it in the refrigerator. Put an empty glass on each tray. Have a plate on each tray, too.

Make the sandwiches before you leave for your hike. Wrap them to keep them from drying out. Use heavy paraffined paper. A damp towel may give a peculiar flavor to the bread.

Polish the apples and put them in a pretty bowl.

At serving time go to the kitchen. Unwrap the sandwiches and put them on a large plate. Bring in the plate and the pitcher of milk. Perhaps you ought to make two trips. Bring in the polished apples on the third trip.

Pour the milk.

Fall to.

As host you watch to see when the boys are ready for second helpings of milk and sandwiches. Pass the apples.

After the boys have gone clear up the room, take the dirty dishes to the kitchen. Offer (your mother may not take you up on the offer) to wash, wipe, and put the dishes and trays away.

PUPIL EXPERIENCES

1. Have members of the class exchange experiences of good times which they have had at friends' homes. Discuss the particular things which have helped to make these such pleasant occasions.

2. Read "A Happy Tea," Chapter IX in *Under the Lilacs* by L. M. Alcott. Who were present at this tea and what good things did they have to eat? How did the uninvited visitor and the dog, "Sancho," help in the entertainment?

3. Bring in pictures of basement or attic rooms which have been changed into recreation rooms where the family may share good times with their friends. What recreation might the family plan for its own members?

4. Plan a get-together with some friends during the Christmas or other vacation. Decide how many friends you will invite, the form of entertainment which you think your guests will enjoy. Plan the foods you will serve. Plan the food service, too.

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Unit IV. Management and Manners

MEAL MANAGEMENT

Meal management is not something you can learn from a book. Nor does it come to you like a flash. Rather it is the result of doing things many times over until you have learned how long you must allow for preparation, how long for cooking, and just where in the work time you can get the table set.

To say it in another way, meal management is a working plan and a plan of work by which the different foods get cooked at the same time so that you may set a meal before the family. The foods which are supposed to be hot are really hot; and those which are supposed to be cold, really cold. The butter has not been on the table so long before the meal was announced that it has become soft, nor has the bread — if it is sliced and set on the bread-and-butter plates — had a chance to dry out. The water poured into the tumblers is still cold.

Physical-education instructors talk about co-ordination of muscles, meaning that different muscles do their work at the same time to produce a smooth result. Remember when you learned to row how difficult you found it to make the muscles of your two arms work together? But after practice you really do a pretty "smooth" job of rowing.

Meal management needs much practice.

Here are a few helps:

Write down the menu before you start work. Check the recipes. Check to see that you have all the ingredients in the house before

you start cooking. Check the dishes, silver, and glass you will need on the table as well as in the kitchen. Serving dishes should be heated ahead of time, especially when the weather is cold.

MENU COMBINATIONS

H. J. Heinz Co.

EVEN ON A HOT DAY IT IS GOOD PLANNING TO INCLUDE ONE HOT DISH IN THE NOONDAY LUNCH. HERE IT IS THE GENEROUS SERVING OF SOUP

Sometimes every single food served at a meal is delicious and yet your feeling when you get up from the table is one of dissatisfaction. That comes because the combination of foods was not pleasing. A meal should be made up of contrasts, not contrasts of well cooked and poorly cooked food (you know that) but of other contrasts which are listed under the heading:

Meals of Which You Can Be Proud

Offer contrast in texture — not mashed potatoes and baked custard.

Offer contrast in color — not mashed potatoes and blancmange.

Offer contrast in flavor — not tomato soup and tomato salad.

Offer contrast in temperature — not chilled fruit juice followed by fruit salad.

Offer contrast in shape — not codfish balls and stuffed whole tomatoes.

Offer contrast in methods of preparation — not fried eggs and fried French toast.

When oven or top stove space is limited plan so that some of the dishes may be prepared in one part of the range and some in another.

When one person is getting the meal and is sitting down with the family she should not include in one meal too many foods requiring last-minute preparation. She has only two hands and they cannot do the work of four or six.

Avoid picture meals that are too dressy with too much garnish and too much whipped cream.

Avoid too highly colored food. If you are going to tint cream cheese a soft green see to it that the cheese does not look like green grass.

California Dried Fruit Research Institute

WELL-CHILLED PRUNE JUICE WITH A DASH OF LEMON, RAISIN BREAD, AND A BEVERAGE ARE AN APPETIZING COMBINATION FOR BREAKFAST

Avoid having every dish the same color when you are planning a meal for St. Valentine's Day or Halloween or St. Patrick's Day. For example, don't have every food red or orange or green. Pick out one or two dishes in the holiday color. Then keep the rest of them white or softly colored.

PUPIL EXPERIENCES

1. Ask some experienced homemaker who has planned and prepared meals over a period of years whether she remembers what her greatest problems as a beginner in this field were. Find out how she overcame these difficulties.

2. "Some like it hot, some like it cold." Make a list of four foods which should be served cold; four foods which are best served hot; and four foods which may be served either hot or cold. What determines how foods, which are appetizing either way, will be served on a given occasion?

3. Study the following luncheon menu and rate yourself "excellent" if you find three distinct things which are wrong; "good" if you find two things wrong; and "fair" if you find only one thing wrong.

Cream of tomato soup
Stewed tomatoes — Creamed salmon
Chopped beet pickles — Raspberry jam
Bread and butter
Raspberry gelatin — Pink cup cakes
Beverage

TABLE SETTING AND TABLE SERVICE

In great-grandmother's day pioneer life was too full of things that had to be done to allow the way in which food was served at the table to seem very important.

When life became easier and there was more leisure the feminine members of the family, especially, began to insist upon doing things more daintily and with greater care.

And how they did reorganize table setting and table serving! To make an error in table setting or table service was almost a crime! Certainly one lost standing, socially! Then the World War of 1914–1917 upset most of our living, and some of the overemphasized social customs went out of the picture.

Today we do not feel that table setting or table service is as important as friendliness and interesting conversation and comfort.

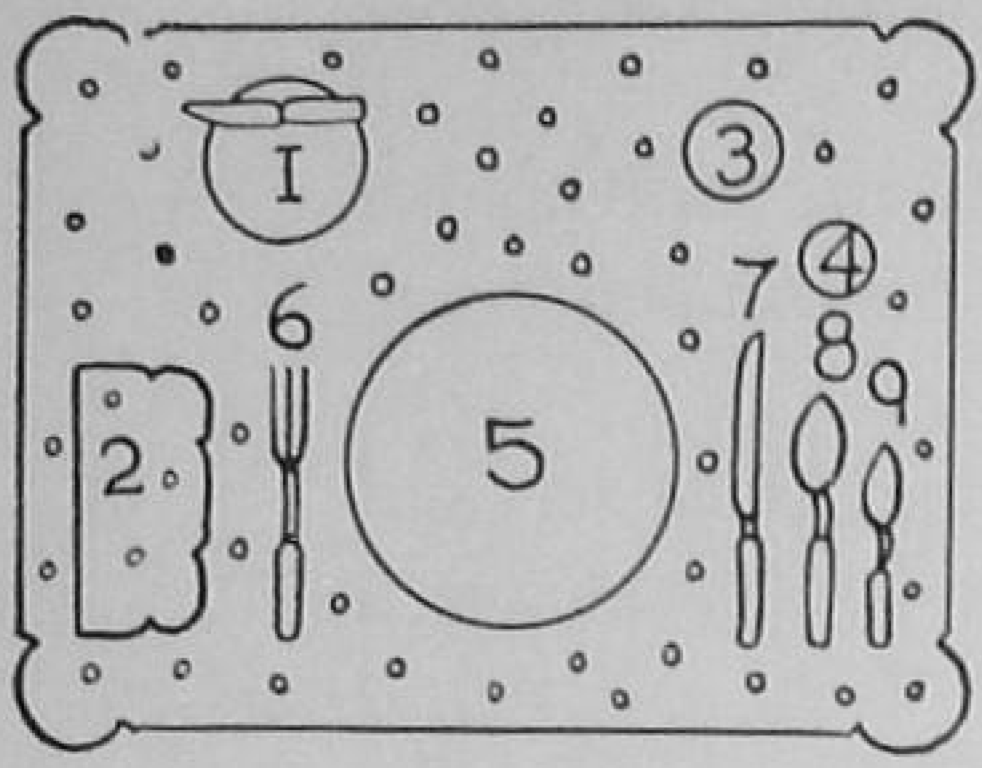
That does not mean that we go at things in a careless, haphazard way, not at all. But it means that we believe in learning a few rules; learning them so early and so well that they become a part of our existence and come as naturally as breathing. When we set the table correctly and serve people correctly we do it almost unconsciously while we put our minds upon the more important matters of making our guests and family comfortable. We plan a conversation menu as surely as we plan a food menu.

TABLE SETTING

Food tastes best when it looks attractive. Food looks more attractive when it is placed on a well-set table. It is just as easy to set a table well as poorly, once you get the habit.

Fundamentally, the rules for table setting are the same whether we are setting a breakfast, or a luncheon, or a dinner table. A well-set table looks orderly. The correct arrangement of the dishes, silver, and glass makes it easy to follow the rules of table etiquette when eating.

The custom of using runners or plate doilies for breakfast and luncheon and of using a tablecloth for dinner is now generally accepted in the United States. Doilies and place mats and runners are easier to launder than a large cloth. If someone has a mishap and spills food at his place, the spotted doily can be whisked off in no time at all. But a cloth takes longer to wash and iron. We use a cloth for dinner because we consider the dinner the most important meal, socially. It is the one meal at which we are quite sure of having all the family sitting down together. That may not be true at breakfast or at luncheon.



INDIVIDUAL COVER FOR BREAKFAST

1. Bread and butter plate; butter spreader
2. Napkin
3. Water glass
4. Milk glass
5. Breakfast plate
6. Breakfast fork (dessert size)
7. Breakfast knife (dessert size)
8. Cereal spoon (dessert size)
9. Teaspoon

When we place dishes containing hot foods on the table we must protect the surface of the table. That means we use a teapot tile under the coffeepot or teapot. It means that when we bring in the hot casserole for luncheon we set it on a hot dishpad.

Of course, if the table is covered with a silence pad or table-protector pads and if these are covered with a tablecloth it is not necessary to use the additional protection of the tea tile or hot dishpads, and yet in many homes that additional precaution is taken, even at the dinner table.

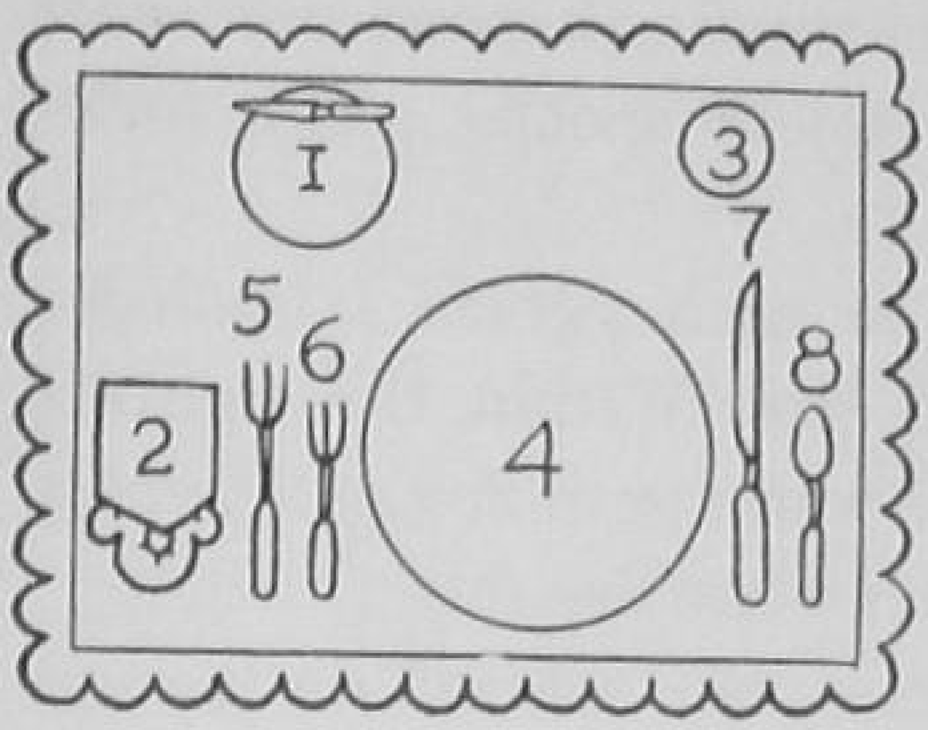
Because the well-set dinner table uses all the good practices of table setting, including those applying to breakfast and luncheon, we discuss the setting of the dinner table in detail.

A well-set table looks orderly and makes it easy to follow the rules of table etiquette.

First, a silence cloth or table-protector pads are laid on the table. Over them is laid the tablecloth. We are careful to put it on straight with its lengthwise crease, if there is one, extending down the center length of the table. We adjust the cloth so it

hangs over the edges evenly. We try to handle the cloth without wrinkling it where we hold it in our hands as we adjust it.

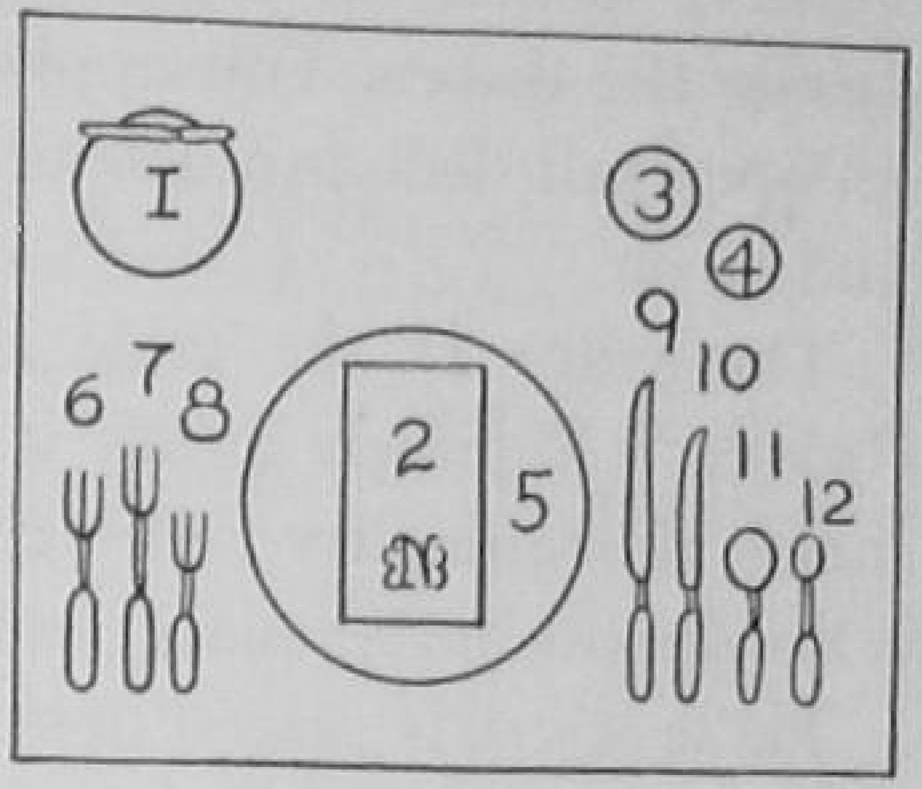
A centerpiece of some sort is usual. It may be a plant, flowers



INDIVIDUAL COVER FOR LUNCHEON *

1. Bread and butter plate; butter spreader
2. Napkin
3. Water glass
4. Luncheon plate
5. Luncheon fork
6. Salad fork
7. Luncheon knife
8. Teaspoon

* *For dinner, replace doilies with tablecloth; use simpler napkins.*



INDIVIDUAL COVER FOR DINNER PARTY

1. Bread and butter plate; butter spreader
2. Dinner napkin
3. Water glass
4. Beverage glass
5. Dinner plate
6, 7, 8. Dessert, dinner, salad forks (dessert size used for entrée)
9, 10. Dinner, dessert knives
11. Soup spoon
12. Fruit cocktail spoon

from the garden or florist, a bowl of fruit, a bowl of gourds, some amusing set of pottery or glass figures. When the centerpiece is set on a mirror plateau it reflects in the glass, adding to the charm, color, and seeming size of the centerpiece.

Candles may be used but unless they are to be lighted they should not be set on the table. We need more than the light of two or even four candles in a dining room. Have additional candles on the sideboard or serving table so that the room is well lighted. If this cannot be done omit the candles and use the electric lights alone. Do not combine overhead electric lights with candles.

For family service two sets of salt-and-pepper shakers, a sugarbowl, and a cream pitcher may be on the table before the meal is served. Dishes of relishes may be set on the table also. Serving spoons, carving knife, and fork are laid on the tablecloth beside the dishes. This applies to the small saltspoon used with an open salt dish as much as it does to jelly spoons, pickle forks, and so on.

The space at the table allowed to each person is called a "cover." Eighteen inches is a good size. Within the eighteen inches the table silver, the napkin, the water or milk glass, usually a bread-and-butter plate, and a dinner plate are set.

Table silver is placed in straight rows like soldiers on parade. The ends of the handles are about one inch from the edge of the table. When they are too close it is easy to knock one off. Forks go on the left, knives and spoons on the right of the dinner or serving plate. That our table silver is arranged in the order in which it will be used is a well-known rule, but the statement is not absolutely true, because you may not use the teaspoon until you eat dessert and yet when the table is set the spoon may be placed on the outer right of the knife. Better balance and appearance of the table setting is the reason for this placement.

A folded napkin is placed with the hemmed edges toward the plate at the left of the fork, or placed in its case or ring and set at the left of the fork. At the head of the fork is a bread-and-butter plate. The bread-and-butter knife is placed across the edge of this plate and parallel with an edge of the table. The glass or tumbler is at the head of the knife. The fork tines point up. So does the bowl of the spoon. The knife is laid with its cutting edge toward the plate.

There you have the basic rules for table setting. Could anything be easier?

If your father does the serving, the heated dinner plates are set in front of him or are at the right of the platter, if that is placed directly before him.

If your father carves the meat and serves it at the table, he

serves the vegetables as well. He puts them on the dinner plate. You expect to have the potato on your plate but you may be somewhat surprised to see him spoon the escalloped tomatoes or the buttered peas or the green spinach with its hard-cooked

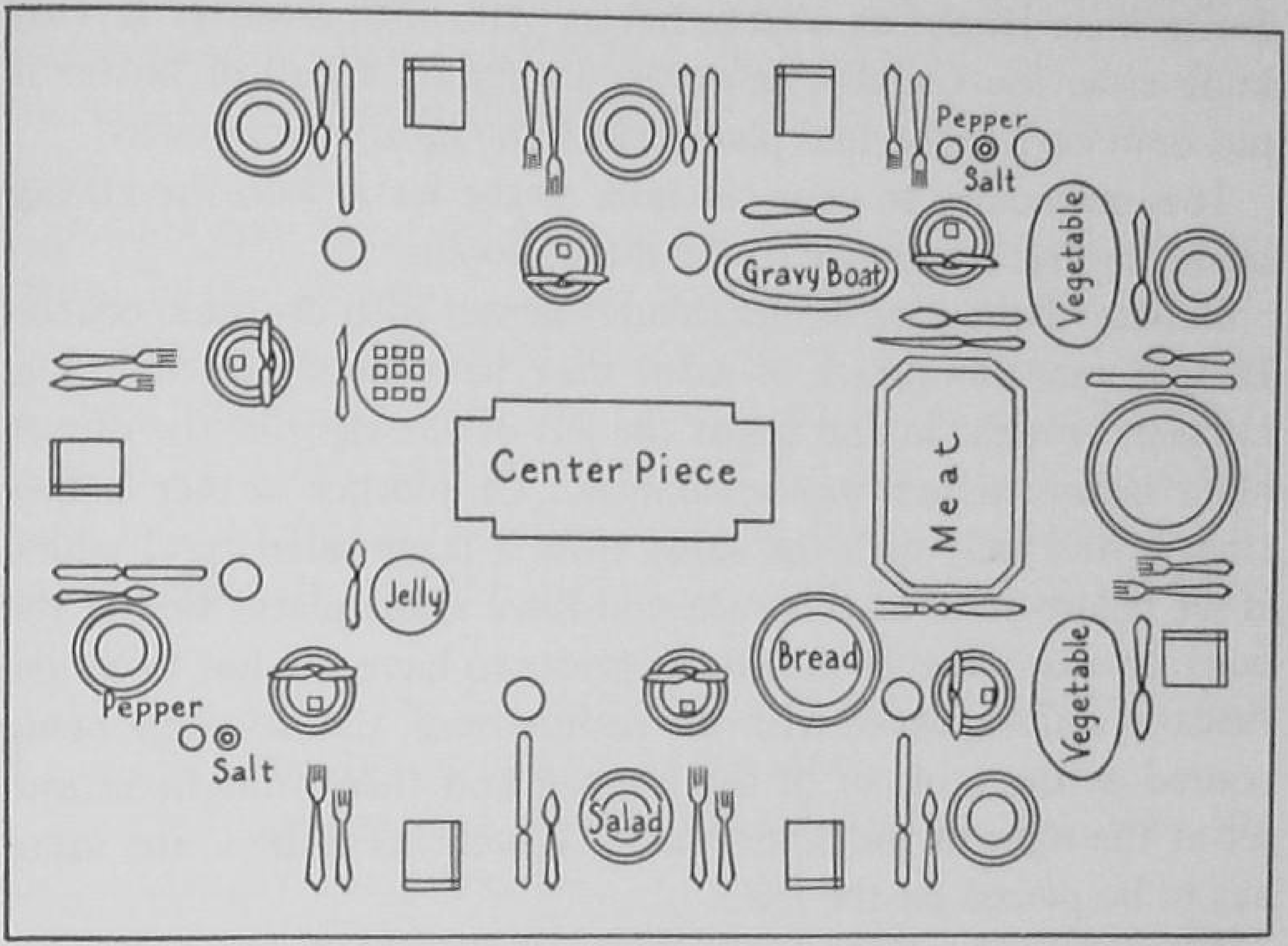


TABLE SET FOR FAMILY SERVICE

The pile of warm plates is in front of the carver. Above them is the platter with carving knife, fork, and knife sharpener. The carver will dish the two vegetables and place them on the dinner plates, and he may serve the gravy. Note that his tumbler is set at the far right during carving.

The salad will be eaten with the meat course. The salad plates are at the far right of each person's space. One square of butter has been placed on each bread-and-butter plate. Bread and additional butter are on the table.

The centerpiece may be placed off center when the meat platter is large, but this arrangement may be too noticeable if the table is placed squarely below a center overhead light.

egg garnish onto the plate. He is correct in putting the vegetable on the plate and you should not be surprised.

It is quite possible that the gravy boat attached to its under-plate is passed around the table, each one of you helping himself. This method is used because you can put the gravy on the meat

or the potatoes or both of them as you desire. The gravy stays hot longer, too.

In many families a large bread plate on which are put slices or half slices of bread is set on the table before the meal is served. Butter may be put on a large butter plate with a butter serving knife close by. Usually, however, a cube or a ball of butter is put onto each individual plate before the meal is announced.

It is customary to pour the milk or the water into the glasses before calling the family to the dining room.

In many homes the dinner salad is served with the main course. In that case the plates of salad may have been dished in the kitchen, brought in and set at the left or the right of the dinner plate before dinner was announced. Or mother or her helper (that's you) may dish the salad from a large salad bowl which is set before you. In this case you have salad plates beside the bowl. In many homes the adults prefer to have the hot beverage (usually coffee) served with the main course, the beverage being poured at the table or in the kitchen and then brought in and set at the right of the dinner plate. When this is done, the salad has to be placed on the left.

After the main course has been eaten the table is cleared before the dessert is brought in. Remove the meat platter and vegetable dishes first. Then remove the dinner plates, knives, forks, bread-and-butter plates. You stand at the left of the individual. With your right hand you lift the dinner plate, on which you hope the person has placed the knife and fork so that they balance and do not tip off. The bread-and-butter plate is lifted with your left hand. Out to the kitchen you walk. Back you come for a second set. You need not remove glasses, milk mugs, cups and saucers, cream pitcher, and sugarbowl. The reason is that the beverage may be enjoyed with the dessert.

Some books tell you to stand at the person's left when you place food before him and to stand at his right when you remove it. Authorities differ. The important point is this: decide ahead of time which rule you will follow and stick to it, otherwise the

person at the table never knows whether you will be at his left or at his right.

A table looks better if it is crumbed before the dessert is brought in. Crumbing is done quickly and easily when you crumple a napkin in your right hand, hold a small plate in your left hand just below the edge of the table, and brush the crumbs into the plate.

Dessert may be served by your mother or by you, or it may be dished in the kitchen. If it has been dished in the kitchen you may bring in a serving of dessert when you return from the kitchen, where you have just taken used dishes. Glasses which need to be refilled are moved toward the edge of the table and filled without lifting the glass from the table. Be careful not to put your fingers near the part of the glass which a person's lips will touch.

It is just as easy to do things the right way as the wrong way if you learn the correct method at the start.

Practice table setting. Check the table after you have the dishes and silver in place.

Doesn't the table look attractive!

PUPIL EXPERIENCES

1. Plan with your mother to set the table for the family's evening meal for a two weeks' period, putting into practice the things learned in class. Have your mother write a note (or fill in a form prepared by the teacher) stating how well you have succeeded in this task.

2. Observe a demonstration given by some well-qualified person who arranges simple centerpieces of summer or fall flowers and winter bouquets using berries, weeds, or pods. Try out some of these arrangements yourself, either at home or in school.

3. Bring in pictures of attractively arranged tables which are not too elaborate and might be copied by you at home.

4. Have some member of the class demonstrate the correct methods of folding different sizes of napkins for table use.

5. Make a collection of paper placemats used by different tearooms, restaurants, or hotels. Display these on the bulletin board. Some

tablemats contain interesting information about a particular city, or tearoom. Historical material about foods is printed on some.

6. Select certain members of the class to set up incorrect arrangements of individual covers. List mistakes which you observe. Rearrange covers so that they are correct.

7. Make or decorate an attractive tea tile or hot dishpad which can be used in your home. You may need help from your art or industrial-arts teacher in preparing this.

MIND YOUR MANNERS

Someone has said, "I cannot hear what you say because of what you do," which is just another way of observing that "actions speak louder than words." When you are asked whether you have good manners, is your answer, "Why of course," drowned out by the things you keep on doing? Think it over.

There is no use in pretending that grown-ups do not put a great deal of emphasis upon manners. Have you ever wondered why? The reasons may be these: parents want to be proud of you; want you to be a credit to them so they will be complimented for having such mannerly offspring; adults have learned that manners help people to get along with each other.

Do you recall the hinge that squeaked every time the door was opened? Dad put a drop of oil at the point where the hinged pieces came together and the squeaking stopped. Good manners are like that film of oil. Manners stop squeaks and annoyances when two people have to do with each other.

MANNERS IN PUBLIC PLACES

A person who has good manners never knowingly says or does anything which will disturb or offend another person.

Are there different sets of manners for boys and for girls? To some extent, yes. We expect certain things of boys because they are considered the protectors of girls. This belief goes back to the "days of old when knights were bold" and the need for

protection was great. In those days a man had to defend his lady fair. He could do it best by staying on the outside of the road.

Back in the days when men fought for their rights a man took the lead so he could clear the path for his lady fair. That necessity does not exist any longer but the boy still leads when entering a public place. Only when there is a person such as an usher or hostess who is delegated to do the job for him does he let his lady precede him.

A boy shows respect for girls. A knight used to respect his lady and fight jousts to win his lady's praise. Today boys tip their hats or caps to girls — just a modern way of showing respect.

A boy rises or stands when a girl comes into the room. This does not apply to you and your sister, who may be in and out of the room twenty times in an hour. But when there is a party and girls keep coming into a living room after they have taken off their wraps, the boys stand until the girls find seats. A boy is supposed to help his mother or any other lady when she sits down to the table. He does it by standing behind her chair and helping her to get safely seated. A boy opens a door for a girl and carries her parcels. All of these services are performed today largely because of the old-time belief that a girl or a woman was not able to do things for herself and because of the belief that she needed help since she was weak and frail. Weak and frail — a girl today! She can stand on her own feet and fend for herself, but the custom of protecting her still carries over.

What does the girl do in return for all this gallantry? She accepts the courtesies and says "thank you." She appreciates the protection given her.

MANNERS FOR A HOSTESS

When a girl is a hostess, she stands and greets guests as they come and as they leave. She extends her hand in welcome and farewell. Of course a boy host does that, too.

A girl looks after the comfort of her guests. She introduces

people, remembering that boys are always introduced to girls and women. She sees to it that conversation is about things that will interest all the guests. She does not giggle with one special friend and talk secrets. She does not boast about her clothes, her family, or her home, or her standing in school.

The hostess, or the host, lets other people have a chance to talk. She, or he, does not interrupt other people when they are talking.

She rises when an older woman comes into the room. She does the same for a clergyman or an elderly man, and the host does this, too.

A well-mannered boy is manly, respectful, and considerate. A well-mannered girl is womanly, gracious, and considerate. Their manners are based on consideration for the other person. To do a mean thing, to make a stinging remark, to laugh *at* a person and not *with* him, are rude. And a mannerly person is never rude.

MANNERS AT THE TABLE

The call "Dinner is served" does not mean that you rush pell-mell, helter-skelter, to the dining room. Nor does it mean that you dawdle like a snail. When you hear the call you say, "Yes, Mother, I'm coming." You wash your hands, tidy your hair, and you go to the dining room quickly.

You assist your mother or a guest, if a woman, in getting seated.

You go to your own place, sit down quietly, partially unfold your napkin, and lay it in your lap.

If grace before meals is said, you do not start eating until after the blessing has been asked.

You do not say, "Gee, do we have turnips again! I'm sick of turnips." Isn't that a thoughtless way to start a meal? That remark must make your mother feel that her work is appreciated. Yes? No?

When the food is set before you, you eat it — not in sissy fashion, but in a mannerly way. You hold the knife in your

right hand with the forefinger extending along the dull edge of the blade. The general slant is away from the plate toward the right but you are careful not to extend the elbow of your right arm so it looks like a turkey wing.

You hold the fork in your left hand with the forefinger or the first two fingers extended along the part close to the palm. The handle is cuddled up close to the palm of your hand. It is not grasped or held upright. The general slant is toward the left with the prongs on the plate. When not using the knife and fork put them on the plate. Do not let them look like slides from plate to tablecloth.

You do not make a business of cutting all the meat at one time, nor do you load your fork with meat and vegetables before you carry it to your mouth. You do not put a slice of bread or a roll on the tablecloth or plate, and butter the whole piece at one time. If you should not do these things what should you do? Cut one piece of meat at a time, break off a small piece of bread and butter that.

You remember, too, that the food should be taken from the side of the spoon. When you put the spoon into your mouth tip first you look awkward. A person watching you might be reminded of the doctor who tells you to open your mouth while he presses your tongue down, telling you to say "ah" as he peers down your throat.

You do not load your spoon with something you like, — say ice cream, — lick off a portion, then take a second and a third lick while your expression says, "This is so good. I'm having such a good time." John Milton, a famous poet, once used the phrase "linked sweetness long drawn out." When you go through the performance of licking the food from your spoon you say in prose, "licked goodness drawn in and out."

You know that table utensils are tools for eating. They are not intended for marking up the tablecloth. Nor should one of them be used like a baton or a signal to call attention to what you are saying.

When eating soup the spoon is dipped into the dish and moved away from you. It is not considered good form to tip the plate to get the last spoonful. It is not good form to put small pieces of bread or crackers in the soup to soak up the well-flavored liquid. When crackers are served with soup they are not crumbled in or sprinkled over the top in one grand flourish. Rather an oyster cracker or a small piece of crumbled cracker is put into the spoon with the broth or soup and is then lifted to the mouth.

You know that a spoon is used for stirring cocoa and is then taken out of the cup — not left standing upright in it.

You do not hold your hands around the cup as if it were a muff or hand warmer.

If you drop a utensil when you are eating in a public place, you do not reach down to recapture it. You leave the dropped silver for the waiter to pick up.

You know that your little finger does not stand out but curls with the other fingers around the handle of a cup.

You do not use your fingers for sticky foods like iced cake or for drippy foods like cooked asparagus stalks.

You master the art of cutting the meat from the bones of a chop or a chicken. Meat is not a finger food unless you are on a picnic where sturdy tables, solid plates, and knives and forks are unavailable.

You take olives in your fingers. Celery, too. You use fingers for cookies, for popcorn, and for candy.

You break off a piece of celery from the stalk; when you bite a piece the celery strings are apt to curl from your mouth like the mustache of a walrus.

You do not plant your elbows on the table when you eat an ear of corn, nor do you eat it as if you were playing a harmonica.

You know that your mouth should never be crammed with food; that your lips are never smacked noisily — all of which means, of course, that eating is done quietly.

You say when you are asked whether you want a second helping, "Yes, please," and not, "Yep, give me more." You place

your knife and fork on the plate, balancing them well toward the center. You pass the plate with the silver on it to the person who is giving you the second helping.

You *do* tell your mother that the food is good. You do the same thing when you are invited out. Years ago a person was not supposed to have good manners if she commented on the food and told the hostess she liked it. Instead she had to go in a corner of a dark hall and whisper quietly. Today we believe in showing appreciation. You like to have people tell you that they enjoy something you are doing or have made, don't you? Why, then, should you not follow the golden rule? Better tell your mother that the caramel custard is "tops."

Greasy lips are wiped with a napkin. But the napkin is not used as a shield when you find it necessary to remove seeds or small bones from your mouth. To hold up the napkin is to call attention to something which you hope to do inconspicuously.

If you spill something on the tablecloth when you are a guest or at home you say you are sorry and then make no further mention of the fact.

You remember to pass saltcellars, vegetable dishes, plates of rolls or cakes, sugarbowl, and cream pitcher. In passing the pitcher extend the handle toward the person receiving it.

If you are called to the telephone while eating you ask to be excused from the table. You ask to be excused, too, if you leave the table before the others have finished their meal.

When you are a guest, you crumple your napkin loosely and place it on the table at the end of the meal. When you are eating at home you fold or roll the napkin neatly and put it in your own napkin ring or holder.

Antics such as pinching, kicking your brother under the table, reaching across the table for food, using your fork as a spear — none of these is ever seen at a table where mannerly people are seated.

Please do have good manners at the table,
At least as far as you are able.

PUPIL EXPERIENCES

1. The two junior members of the Cranston family, Jack and Susan, spent considerable time quarreling among themselves as to whose turn it was to do the dishes. A truce was declared, however, when they planned to give their mother something different for her birthday. The gift which they decided upon was a promise, in writing, to wash and wipe the dishes cheerfully and without friction for a period of six months. How do you suppose this gift compared with the others received in pleasing their mother? Have you ever staged similar "feuds" in your own home over dishes? If so, can you think of some plan similar to the one chosen by Jack and Susan to banish dish-washing difficulties?

2. Draw "stick" or action figures to illustrate some of the manners discussed in this unit.

3. Practice table manners by serving a mock meal, family style. Decide upon a menu and have different members of the group take the parts of different members of the family and a guest.

4. Read in class the interesting account in *The Birds' Christmas Carol*, of Mrs. Ruggles and her family rehearsing their manners for a Christmas dinner party. What amusing mistakes were made by the children? Do you think that good manners can be put on and off, as a coat, for special occasions such as this one? Note some examples of good manners on the part of the hostess.

5. Someone has said that "Etiquette, or good manners, is nothing more than a system of getting along with other people." Can you think of some people you get along with well and others with whom you disagree or quarrel "at the drop of a hat"? Try to figure out who is to blame in the latter case. Consider ways in which you can improve your relations with these persons. Check yourself to see what progress you have made after a few weeks.

6. Mary Branson's sister Jean, who is seven years old, never wants to come to her meals on time. When she is called she always has some such excuse as "In a minute," "I'm not ready," or "Let me play." Can you think of ways that Mary may use to encourage Jean to come to the table promptly without getting her ruffled or cross?

7. When George Washington was a boy he was familiar with "Rules of Civility," which served as a guide during his school days.

A copy of these rules, neatly copied in Washington's own handwriting, is much treasured today. Read these rules in a book of Washington's life. The chapter "Boyhood of Washington and His Rules of Conduct" in *Youth and Manhood of George Washington* gives a complete list of rules. Those on table manners, or rules 91–110, will prove especially interesting. Are most of these rules still good today? Which rules seem rather odd to us at the present time?

8. Test your knowledge of the way certain foods should be eaten by playing a "Fork, Fingers, or Spoon" game. This is a variation of the old familiar "Bird, Beast, or Fish." In playing this have one person stand in the middle of the group and point her finger at someone and say "Fork" (or "Finger" or "Spoon"). She counts to ten while the person addressed tries to think of a fork food. If the person replying says a correct word like "meat," then she has a chance to ask the next question. If she fails to say a correct word within the given count it is marked against her and another person is called on. The person missing the least words finally wins.

9. Learn about the dining customs and table manners in feudal days by reading either *The Story of Cookery* by L. Lamprey, *The History of Everyday Things in England* by M. and C. H. B. Quennell, or *Mediaeval Days and Ways* by G. Hoffman. Prepare to answer the following questions from your reading:

a. What was the principal meal of the day?

b. Where did the people of nobility and the people of common rank sit?

c. Where did the children eat?

d. What led to the saying, "Fingers were made before forks"?

e. What did it mean to sit "above or below the salt"?

f. What took the place of our modern plates, our modern tables and chairs?

10. Helen Harper is a newcomer to the Middleburg Junior High School, having entered at midyear. She was feeling strange and lonely on the first day until the principal, Mr. Thomas, called Frances Brown to his office and asked Frances to play hostess and see that Helen was made to feel at home. Frances immediately decided that Helen would want to know some of her new teachers. She took her to meet Miss North, her English teacher; Mr. Burton, her science teacher; and Miss Lawson, her home-economics teacher. On her way to their

rooms she passed her friends Polly Mason and Lawrence Parker and introduced Helen. Select some members of your class to take the parts of Helen, Frances, and other members of the group mentioned. Dramatize the meetings and the correct form of introductions as they might have taken place.

11. Mention certain manners which are the custom in other countries but are not practiced to any extent in our own country. For example, eating with chopsticks in China; buttering a whole slice of bread at one time in Sweden. Think of others.

12. Have you ever wondered how and when we came to use knives, forks, and spoons in eating? If so you will find interesting information about these table tools in Part VI, "Knives and Forks Instead of Fingers," in *The Science of Things about Us* by C. E. Rush and A. Winslow.

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Unit V. Breakfasts

Breakfast is the nicest meal! You are all ready for it even before you reach the table because the aroma of bacon cooking in the pan, the sound of hurrying feet in the kitchen, tell you of good things to come. In summer the sun shines through the window and onto the breakfast table. In winter an overhead light shines down upon glasses of golden orange juice, yellow squares of butter, brown crunchy toast, gold and white scrambled eggs, crinkled strips of bacon, crimson strawberry jam. You see the steam rising from the bowls of cereal and the mugs of cocoa.

Sunkist Photograph

HERE'S TO YOUR GOOD HEALTH! MAY YOU HAVE A LONG LIFE WITH AT LEAST ONE LARGE GLASS OF ORANGE JUICE EACH DAY!

After a night's fast and rest you are ready for food. Better not dillydally over getting up so that you have too little time to enjoy the meal. You should enjoy it and you should eat it because you will do better work in school if you provide plenty of fuel for your body engine. Better take another helping of cereal and another slice of toast!

It's the automobile engine for which your father forgets to buy gas, and the engine in your body for which you neglect to furnish fuel and food, that play out and stop. A stalled engine and a fagged pupil are alike — they never get anywhere.

As you work with meals and study those which you have at home, you will find that meal planning falls into forms or patterns. The form for breakfast in the United States goes like this: fruit;

cereal, which may be served in a bowl or may appear in the shape of fried mush or French toast; then comes a dish which we call the protein of the meal — it may be eggs, alone or with bacon, possibly fried ham or chipped beef in cream; the meal ends with

Kellogg Co.

THIS WILL BE A WELL-BALANCED BREAKFAST WHEN MILK AND CREAM ARE POURED OVER THE CEREAL

something hot to drink; and something crunchy like toast with plenty of butter and some jam or marmalade.

Breakfast is the nicest meal!

BREAKFAST MENUS

Orange juice
Ready-to-eat cereal Top milk
Soft-cooked eggs
Entire-wheat-bread toast Butter Jam
Cocoa Coffee for adults

Prunes cooked with lemon
Fried corn-meal mush Maple sirup
Plain crunchy toast Butter
Cocoa Coffee for adults

Orange halves
Wheat cereal cooked with apple Top milk
Scrambled eggs
Entire-wheat-bread toast Butter
Milk Coffee for adults

Pineapple juice
Rolled oats Top milk Brown sugar
Chipped beef in cream
Bacon muffins Butter
Milk Coffee for adults

BREAKFAST MANAGEMENT

Much of the work required for the preparation of breakfast may be done the night before. This is an especially good plan for anyone who is assembling a whole meal for the first time.

California Dried Fruit Research Institute

THE TUMBLER CONTAINS A GENEROUS MEASURE OF FRUIT NECTAR. WITH THE TANG OF LEMON AND ZEST OF MINT, WHAT BETTER WAY TO START A BREAKFAST?

Later on, part of the work — such as setting the table — may be left for the morning. But any good planner has her menu in mind, and has checked her food supply the day before. Unless she does that she may find herself without any oranges in the house, for instance, or without enough cereal to go around.

Suppose that you plan to prepare the following breakfast. It is menu I in the series on page 105. Let's pretend that the four members of the mythical family will sit down together.

Orange juice
Ready-to-eat cereal Top milk
Soft-cooked eggs
Entire-wheat-bread toast Butter Jam
Cocoa Coffee for adults

*1. Check recipes and ingredients.
*2. Check utensils and equipment.
*3. Check china, silver, glass for table (better set table for breakfast after the evening meal).
*4. Put oranges in refrigerator to chill.
5. Put water in teakettle for coffee and for cooking eggs. Set on burner to heat.
6. Put water in lower part of double boiler. Set on burner to heat.
7. Measure cocoa, sugar, and few grains salt. Add cold water, cook to a paste over fire.
8. Add measured amount of milk. Set upper part of double boiler into lower part. Turn burner so water steams gently.
9. Light oven burners and set to 350 degrees Fahrenheit.
10. Put cereal into broad, shallow pan and set in oven.
11. Cut oranges and extract juice. Put in glasses.
12. Carry orange-juice glasses to table.
13. Fill water tumblers.
14. Cut bread for toast.
15. Put measured amount of coffee in drip coffeepot. Add measured amount of boiling water. Set on stove where coffeepot will keep warm but coffee will not boil.
16. Put eggs in saucepan. Add boiling water to more than cover. Set timer or check time to know when to take eggs out.
17. Tell family that breakfast will be ready in five minutes.

* Do this the night before.

18. Dish cereal into dishes and take them to the table (turn out oven burners).
19. Put butter, cream, and top milk on table.
20. Take eggs out of hot water and carry them to table.
21. Pour cocoa. Take cocoa and coffeepot to table.
22. Start making toast.
23. Call family to breakfast.

PUPIL EXPERIENCES

1. Ben Walton and his friend, George Matthews, are planning an early morning hike. In order to get a good start in the morning George is staying with Ben overnight. Breakfast for the two boys is to be prepared by Ben. Plan a simple but hearty breakfast for Ben to prepare quickly in the morning.

2. Esther White's family get up "at all hours" on Sunday mornings, which makes it difficult for her mother to get her work done before she goes to church. Plan a winter breakfast which might be served to the "eat aloners" of the White family any time between seven and ten o'clock. Think of things which will not become unappetizing on standing. Methods of keeping foods from drying out and a method of keeping food warm might be considered.

FRUITS

It is wintertime. The snow swirls through the air. The wind whistles as it sweeps around the corner of the house. We listen to someone planning a winter breakfast. "Fruit — oh, dried applesauce, or pears baked in the oven until they are a rich mahogany color." They may have talked that way when your grandmother was a girl, but it is not the way we talk today. Summer, winter, spring, autumn — no matter what the month, no matter what the day, fresh fruits are in the market and easily available.

Strawberries in January? Why, of course. The fruit has been shipped across the continent or it is taken from a compact package in the cooler where the quick-frozen strawberries or red raspberries have waited frozen cold-solid. Once in the warmth of the

kitchen they defrost. They seem to have the flavor of the hot summer sun still with them.

Oranges in July? Why, of course. Oranges in January? Why not? Meal planning is much easier today than it was when grandmother was a girl. Sometimes grandmother fears that we are going to take too much for granted. She says that we are missing the thrills which girls used to get in her day. "Why," says she, "when the first home-grown strawberries were on the market and strawberry shortcake appeared, the whole family cheered." Grandmother says we take our fruits casually and fail to think of them as treats. In her day an orange was stuffed into the toe of the stocking hung from the mantel on Christmas Eve. Perhaps no other gift was prized more highly than that fragrant orange. We may be spoiled, and perhaps we are missing some thrills, but let us hope that our loss is made up by an increase in our good health.

We list the forms in which we purchase fruits and their juices today: fresh, quick-frozen, canned, dried.

FRESH FRUITS

Small Fruits. We start with small fruits.

Purchasing. When purchasing small fruits which are packed in containers, check the fullness of the box. See whether the container looks badly stained from crushed berries. When this occurs the fruit has been mishandled, or was overripe when picked, or has stood too long before being purchased.

Does the fruit have a bright, sparkling look?

Are the berries evenly ripened and well shaped? Small green or white hard points on misshapen strawberries mark them as being of poor quality. Perhaps the shopkeeper will tip the basket gently to let you see what the berries in the under part of the box look like.

Care in the Home. If the fruit is to be kept some time before being used, empty the contents of the box gently onto a large china plate or platter. Set this in a cool place.

Apples. Apples are a versatile fruit. They may be made into applesauce for breakfast. They are baked for luncheon. They may appear at every course in a dinner from soup through dessert.

Purchasing. Learn some of the popular varieties. Greenings and Rome Beauties are two kinds used satisfactorily in cooking. Baldwins are used for both cooking and eating. Delicious is as good an apple when eaten as its name indicates.

Apples are sold by the pound, box, basket.

Select fruit which is firm and which has a bright look.

Care in the Home. Store in a cool place. Remove any apple as soon as it begins to spoil.

Bananas. Select bananas with unbroken skins. The color of the skins should be a rich yellow, well-freckled with small brown spots, not with black bruises. Freckling comes when the fruit inside the skin is ripe, sweet, and of a nice texture. An unripe banana is hard and slippery and lacks sweetness. As the banana ripens the starch in the fruit changes to sugar. An overripe banana is soft, dark-colored, and mushy.

Purchasing. Bananas are purchased by the pound or dozen or fraction thereof.

Select those with unbroken skin, especially at the point where the banana has been removed from the stem.

Care in the Home. Keep in cool, dry place, NOT in the refrigerator.

Melons. The quality of all melons is supposed to be a gamble. "Friends are like melons. Shall I tell you why? To find one good you must a hundred try."

We hate to be as much of a skeptic as the author of that old verse which used to be written in autograph albums. Surely, you can find one good friend in more than a hundred, and — equally surely — the melon growers of today inform us that it is no longer necessary to try ninety-nine melons before finding the perfect one.

Purchasing. Cantaloupes, honeyballs, and other small melons which have a netted or veined skin are supposed to be better the more prominent the netting is.

Smell the melons. There should be a fragrance or aroma.

Look at the stem end. If the scar is smooth the melon was ripe when taken from the vine. That part of the melon opposite the stem end should be slightly soft. Try it with your thumb.

Care in the Home. Keep all melons in a cool place.

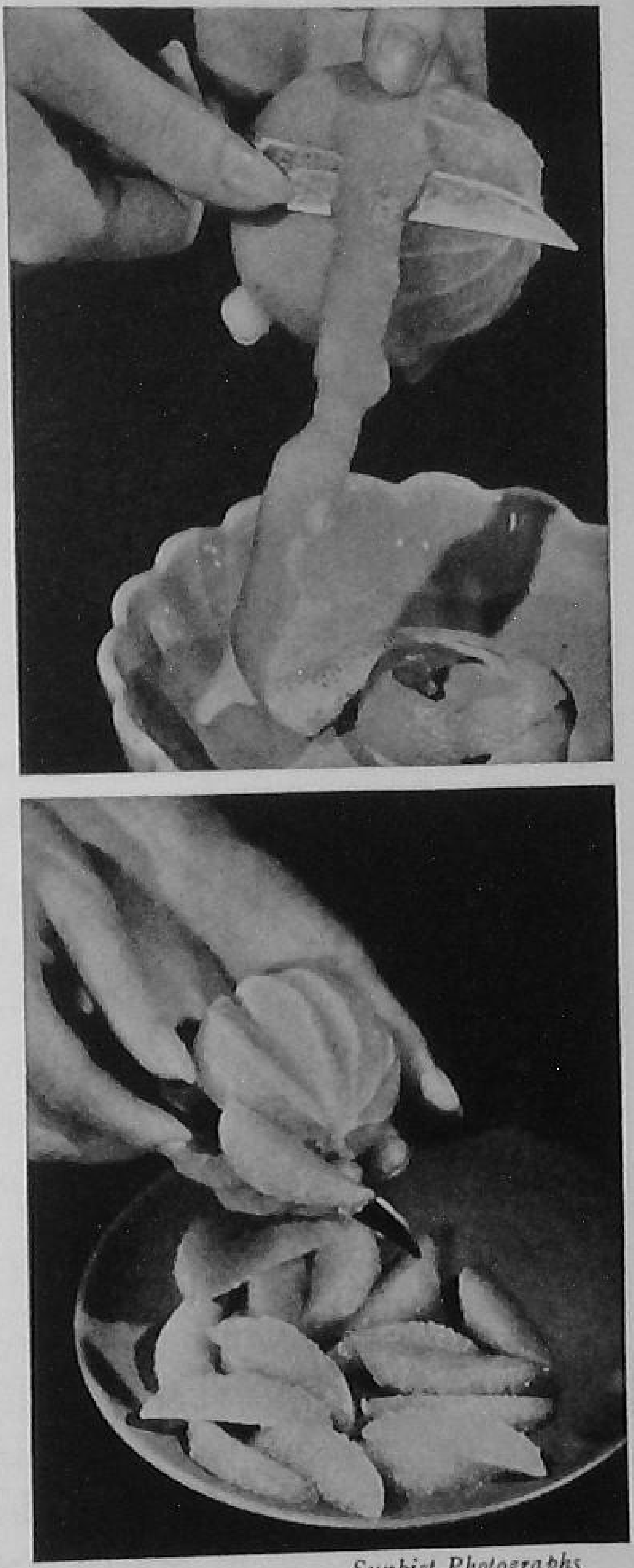
Citrus Fruits. How many kinds do you know?

Purchasing. Select fruit that is heavy for its size when held in the palm of the hand. How can you tell? Try balancing or lifting a number of oranges or grapefruit and you soon learn. The skins of the fruit should have a fresh look. That does not refer to the color, however, since russet oranges do not have a bright skin and since one type of Florida orange is ripe even when the skin is slightly green. A fine-grained skin frequently indicates fine-textured fruit. But this is not always true.

Some grapefruit is pink-fleshed. But no matter what the color of the flesh may be, grapefruit are likely to have seeds and plenty of them, too.

Navel oranges are free from seeds but all other varieties have them. There is a ruddy fruit called blood orange, but most of us are more familiar with the characteristic sunshine-yellow color of citrus fruit from California and Florida.

Tangerines are sometimes called "kid glove" oranges because the skin is so

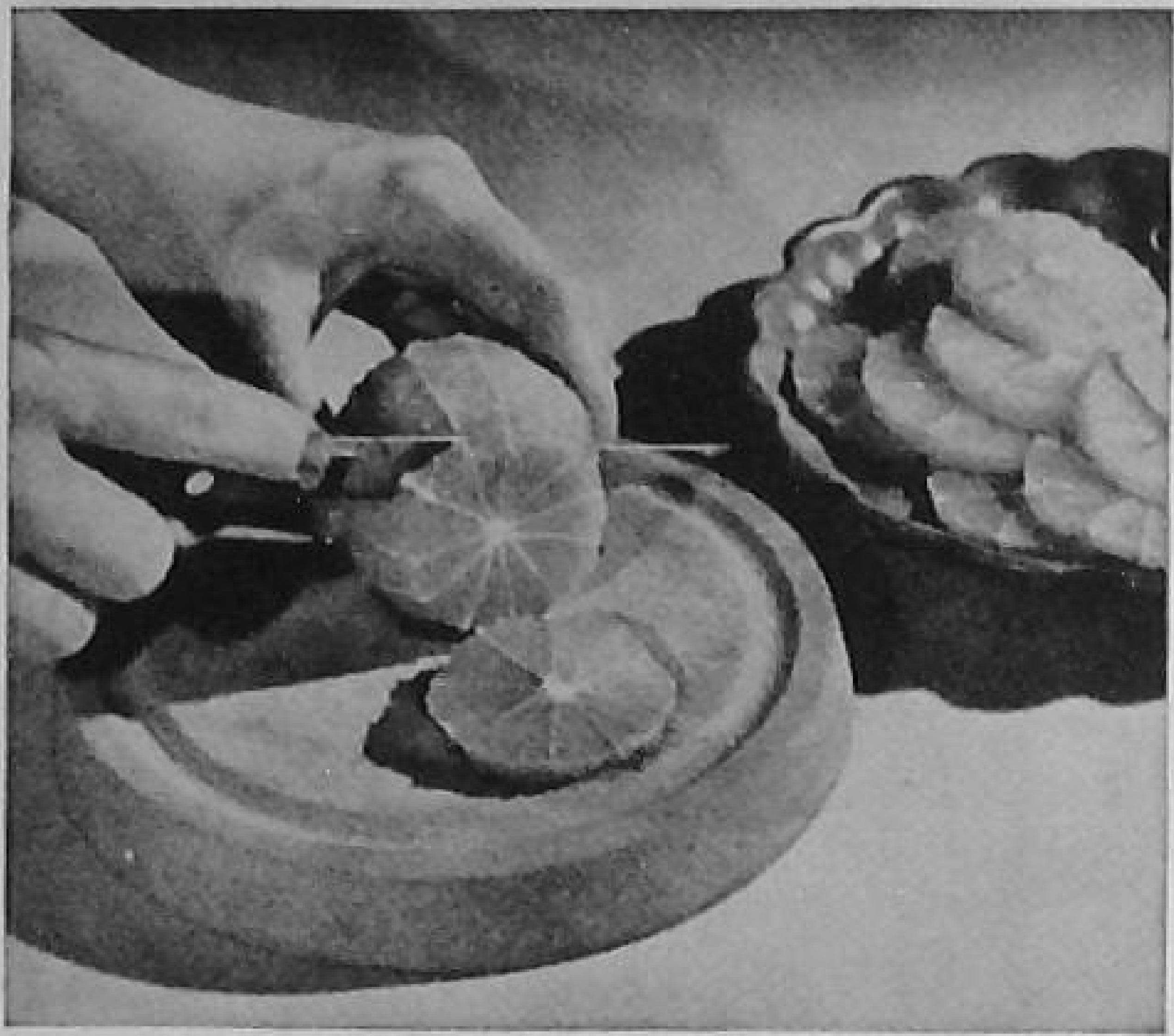


Sunkist Photographs

IN PREPARING ORANGES USE A SHARP KNIFE, CUT RIGHT DOWN TO THE JUICY SECTIONS AND RELEASE EACH BY CUTTING DOWN BOTH SIDES OF THE MEMBRANE

firm and fine and because the skin peels off as easily as a kid glove from one's hand.

The tiniest fruits in the citrus family are kumquats. They are small ovals about an inch long, nice and plump. They are eaten, skin and all, when fresh. They may be cooked and then preserved or spiced. In this form they make excellent relishes with cold meats and roast poultry. Sometimes the spiced ones are split and stuffed with cream cheese and then used with prunes in a fruit salad.



Sunkist Photograph

OR, CUT THE PEELED ORANGE INTO THICK OR THIN SLICES, AS DESIRED

Citrus fruits are graded according to size. When the fruit dealer is talking about oranges and says that he has some 126's, he means that he has oranges of such a size that it required 126 of them to fill the crate.

Orange crates are all the same size. The number of oranges which go in may vary from 96 to 324. Grapefruit range from 28 to 126. The larger the number in a box the smaller the size — and, usually, the cheaper the price.

Care in the Home. Store in a cool, dry place.

QUICK-FROZEN FRUITS

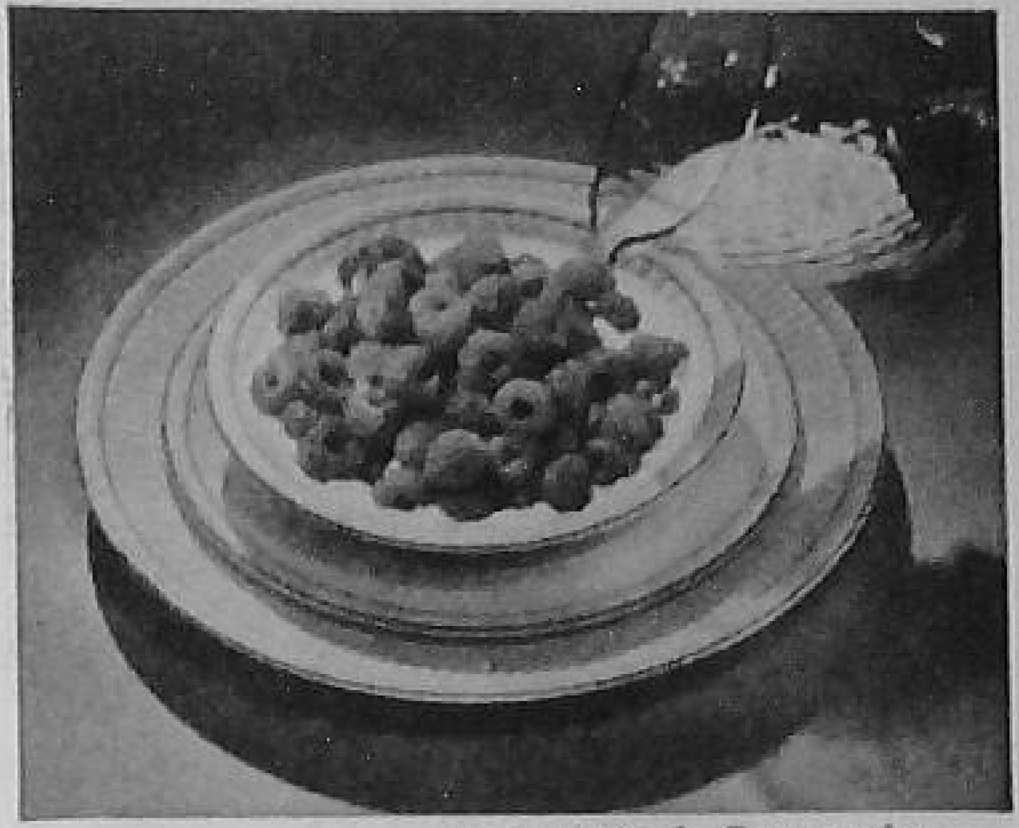
Until you have tasted these delicious fruits you cannot know how excellent they really are.

They have the flavor of freshly ripened, sun-drenched fruit. "Fresh" peaches for dessert in February, fresh strawberries for shortcake in March, are possibilities today, thanks to the new industry.

The fruits retain color and flavor because they are frozen so rapidly that the ice crystals of frozen juice within the fruit are exceedingly small.

Purchasing. Select well-known brands. Buy only those packages which are solid to the touch. Never purchase a package which is soft.

Care in the Home. Store *immediately* in the coldest part of the refrigerator where the package will keep stone-cold and hard. Do not remove from refrigerator too far in advance. Allow only enough time for fruit to defrost before serving (possibly three quarters of an hour).



General Foods Corporation

WHAT! RED RASPBERRIES IN JANUARY? YES, INDEED. THEY ARE FRESH-FROZEN

CANNED FRUITS

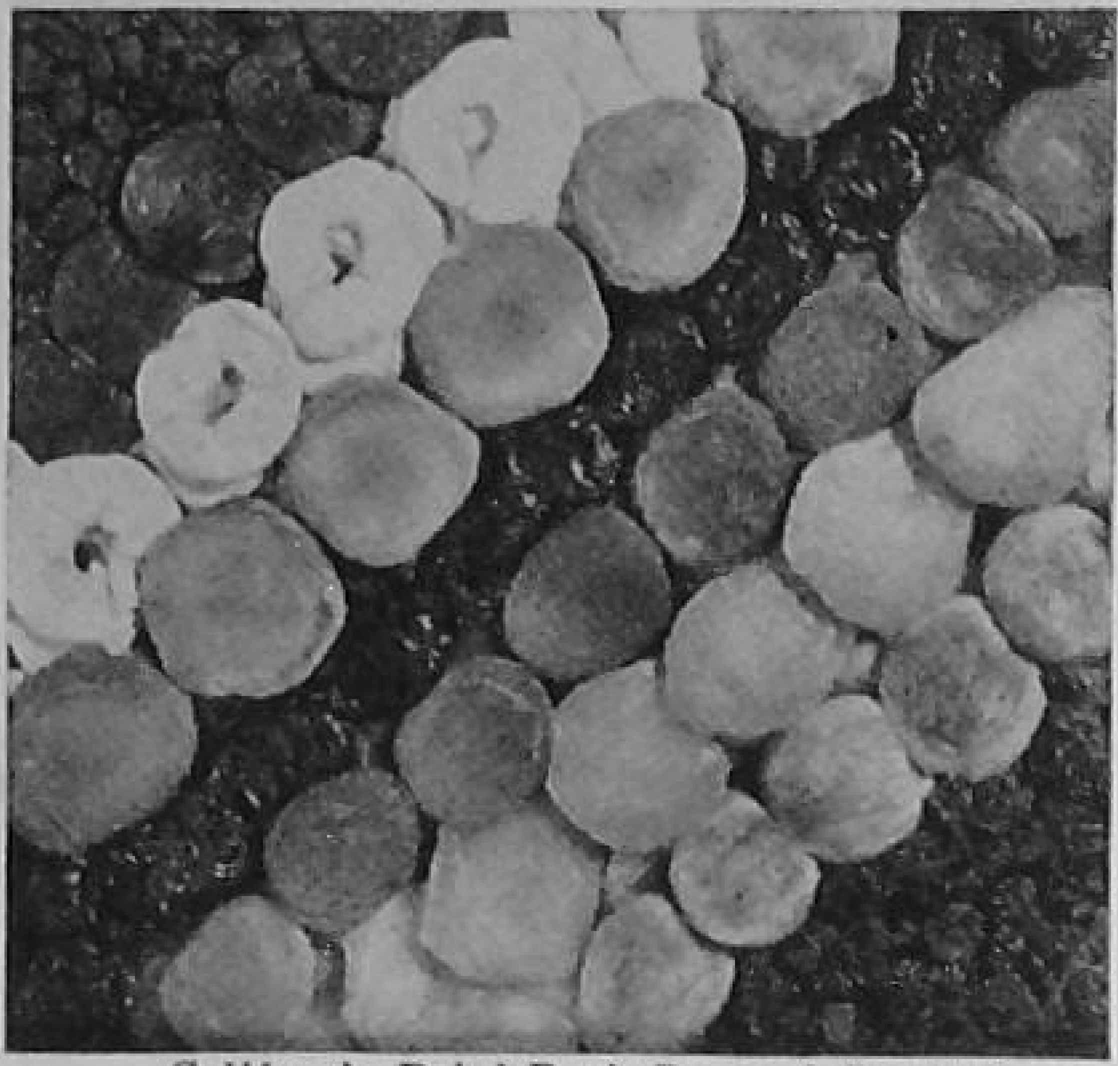
The commercial canners offer us all types of berries, cherries, apples, plums, peaches, pears, apricots, pineapples. It is difficult, too, to find any home method of fruit preservation which a commercial canner has not duplicated. Sometimes he does it better than we do it at home, sometimes equally well. Occasionally (as in some jams or conserves or pickled fruits) we seem to be able to do a better job. At least it seems better to us because the kind we make at home is the kind to which we are accustomed. The commercial canner has learned to make one with a flavor which suits the majority of the customers. We may prefer another flavor or texture, which is why it is well to know how to make jams, jellies, and conserves.

Purchasing. Because of the great variety of products offered it is absolutely necessary that you read the label before purchasing. The label will tell you many things. You may find cans with a grade listed on the labels. That, and government inspection, are being worked on at present.

Canners put up fruits with sirups of varying degrees of richness (read the label). They can fruits which they have left whole, halved, sliced, or made into sauce (read the label). They put them up in different sizes of cans and glass con-

tainers. They vary the number of servings or pieces in the can (read the label).

Care in the Home. Store in a cool, dry place.



California Dried Fruit Research Institute

RAISINS, FIGS, APPLE RINGS, PEACHES, PRUNES, APRICOTS, NECTARINES, AND PEARS ARE WAITING FOR YOU TO PICK THEM OUT OF THIS PICTURE

DRIED FRUITS

Blossoming prune trees in the orchards of the valleys of San José and Santa Clara look like nothing so much as drifts of new-fallen snow. Later on, when the prunes are ripe and are being gathered and then spread to dry, the orchards look like hives of busy bees. Apricot orchards are just as busy.

Prunes, apricots, peaches, pears, nectarines, raisins, figs, and apples are widely used dried fruits. Of these prunes and apricots lead.

Purchasing. Today dried fruits are sold in package form more frequently than in bulk. Prunes are graded in size according to the number needed to make a pound. For instance, 15's–18's up to 110's–120's. There may be as few as 15 to 18 in a pound when the grocer speaks of them as "15's–18's" or as many as 110 to 120. Your mother will tell you that 40's–50's are the most economical size of prunes to purchase.

Care in the Home. Store in dustproof containers in dry place.

A FRUIT BOWL OF INFORMATION

Fresh pineapple should never be added to a gelatin mixture. Unless the pineapple has been cooked before being added to gelatin, the result is a thin mixture, since an enzyme in the pineapple digests the protein in the gelatin. Such a thing does not happen when fruits like bananas, peaches, or apples are put into a gelatin mixture.

Some fruits turn dark when the cut surfaces are exposed to the air. That means that they must be prepared just before serving or else their surface must be completely submerged under a liquid or under sugar.

In the case of apples it is best to start cooking them at once unless they are to be put in a Waldorf salad, when a little lemon or canned pineapple juice may be sprinkled over them.

Sugar is usually sprinkled over peaches as soon as they are sliced.

Bananas are seldom cut until it is time to use them.

When fresh fruits are available, especially when they are in season in your part of the country, you are wise to serve them frequently. Use them "as is" for dessert. There is nothing better than a dish of peaches and cream with simple cookies, unless it is a dish of fresh berries and cream with simple cookies.

California Dried Fruit Research Institute

PRUNES AND CREAM MAY HELP ATTAIN A PEACHES-AND-CREAM COMPLEXION

PUPIL EXPERIENCES

1. Years ago every well-provisioned family had a barrel or two of apples to "carry them through the winter." One of these barrels was usually filled with eating apples and the other with cooking apples. Read the poem "The Apple Barrel" by E. Sabin in *Days and Deeds: Poetry*, by B. E. and E. B. Stevenson. Why do you suppose the apple barrel is not found in as many homes now as formerly?

2. Prepare a display showing different kinds of apples. Label each one, telling its use (cooking or eating).

3. Read the poem "Apple Seed John" by L. M. Child in *Days and Deeds: Poetry*, by B. E. and E. B. Stevenson, or "Johnny Appleseed" by R. Benét in *Growth in Reading*, Book 2, by R. C. Pooley and F. G. Walcott. Where did "Appleseed John" live originally and through what part of the country did he distribute the appleseeds?

4. Can you answer these questions concerning citrus fruits?

a. What different members belong to the citrus fruit family?

b. What citrus fruit is called the "kid glove" member of the family and why?

c. What fruit is the smallest member of this family? Which is the largest member?

d. What two citrus fruits have Chinese names?

e. What tree producing citrus fruits is said to be the hardest-working member of the family because it never takes a vacation?

f. What member of the family gets its name from its resemblance to the way another fruit grows?

Books which will aid you in securing answers to the above questions are *Nuts and Citrus Fruits* by F. C. Owen and E. M. Ramsay, *The Story of Foods*, by F. Crissey, and *The Encyclopedia of Foods* by A. Ward.

5. Observe a demonstration showing the different ways in which oranges and grapefruit may be prepared for the table.

6. Contrast the way bananas grow with the way we see them in the grocery stores. Consult *The Encyclopedia of Foods* by A. Ward. Read "The Romance of the Banana" in *Compton's Pictured Encyclopedia*, Volume 2.

7. At what time of the year are strawberries or raspberries in season in your part of the country? Secure a package of quick-frozen strawberries or raspberries from the store. Sample them. How do they compare in flavor and texture with the fresh berries? Find out how much they cost and the number of servings which may be secured from each package.

8. How the pineapple received its name and other interesting things about this fragrant fruit are told in "The Fruit of Hospitality," Chapter XVI in *Foods America Gave the World* by A. H. Verrill. From what American possession do large numbers of our pineapples come? Find out from your grocer the different forms in which canned pineapple may be purchased.

CEREALS

In the United States we talk about a breakfast cereal. In Europe the same dish is frequently called "porridge." Oatmeal

is served in porridge bowls to British children. Corn-meal mush is served in cereal bowls to American children. But in the summertime — and frequently in the winter as well — the cereal bowls hold crackling cornflakes, or tender puffy grains of rice or wheat, or shreds of whole wheat, or brown nutlike particles which the manufacturer tells us are made from a mixture of cooked cereals.

Kellogg Co.

THIS TABLECLOTH IS RED, WHITE, AND BLUE TO COMPLETE THE AMERICAN SCENE WITH CORN FLAKES AS THE WELCOME READY-TO-EAT CEREAL

Most cereals are eaten with plenty of milk, top milk, or cream. Some people think they taste even better when sugar, especially brown or shaved maple sugar, is sprinkled over the top.

We list the desirable qualities of cereals.

Cereals of Which You Can Be Proud

If cooked:

- Well flavored.
- Free from lumps.
- Not too stiff, not too thin.
- Served hot.
- Served in bowl of correct size.

If ready-to-eat:

- Crisp.
- Served in bowl of correct size.

COOKED CEREALS

Lumpy cereals deserve the adjective "unsatisfactory."

Cooked cereals which are lumpy get that way because the raw cereal is poured carelessly or dumped unceremoniously into rapidly boiling water. Cereals contain a great deal of starch. When hot water comes in contact with the starch, it cooks it,

causes the starch to swell and get jellylike. But the parts of the cereal untouched by the water never get a chance to cook and they stay as dry lumps inside the cooked outer envelope. Avoid the lumps by letting the cereal drift slowly down into the boiling water, or sift it into the boiling water, stirring all the time. In the case of corn meal or granular wheat cereals which lump altogether too easily, it is best to stir enough cold water into the dry corn meal to make a soft paste. Add this to the boiling water, stir well, cook, and there are no lumps.

The Maltex Co. and Corning Glass Works

DO YOU THINK THESE SERVINGS OF BREAKFAST CEREALS ARE REALLY LARGE ENOUGH? AND WHERE IS THE PITCHER OF MILK?

Cooked cereals need to be the right texture to be enjoyed. What is the right texture? Well, the cereal should be thick enough so it does not resemble thin cream and thin enough so it does not stand in the cereal dish like an immovable mountain.

Try a big bowl of corn-meal mush for Sunday-night supper.

Vary the flavor of cooked rolled oats by using one part bran to five parts rolled oats.

Vary the flavor of cooked granular cereal by putting slices of apple in the boiling, salted water before adding the cereal grains.

Cereal Shapes. It is not necessary that cooked cereals be served in a bowl. For instance, a granular wheat cereal may be cooked as usual. To it after it is taken from the fire may be added some sugar and beaten egg. A small amount of cinnamon or nutmeg may be added, too. This mixture is then poured into molds. At dessert time it is unmolded and served with a sauce of stewed fruit or with a soft custard.

Or a cereal like rolled oats or corn meal may be cooked in boiling salted water. To it may be added cooked sausage meat. Then the mixture is molded, and when firm it is sliced and pan-fried. It does not need to have sausage meat in it to be sliced and pan-fried, for plain corn-meal mush or rolled oats may be sliced

after chilling and unmolding. Pan-fry, serve with maple sirup or a brown sugar sirup, with bacon or sausage, and you have an excellent breakfast dish for a cold winter morning.

READY-TO-EAT CEREALS

Crispy, crunchy ready-to-eat cereals are delicious. Manufacturers of ready-to-eat cereals pack the cereal carefully. They know they must keep moisture out, otherwise the cereal is going to be tough. Once the package is opened in the home and allowed to stand around for some time, the cereal, which has absorbed moisture in the air, is tough. Better make it a practice to pour the needed amount of cereal into a broad-surfaced container. Put this in a moderate oven and let it stay long enough to dry out the cereal.

Try sprinkling one variety of ready-to-eat cereal on top of another. For instance: grapenuts on top of cornflakes.

On a hot summer day serve a luncheon of ready-to-eat cereal with fresh fruit such as berries, or sliced peaches, or bananas sprinkled over the cereal, with top milk or half milk and half cream poured over all.

PUPIL EXPERIENCES

1. Mention one or more breakfast foods which are prepared or manufactured in each of the following ways: (*a*) shredded; (*b*) rolled; (*c*) ground or granulated; (*d*) flaked; (*e*) exploded or "shot from guns."

2. Ask the different members of your class which breakfast foods they like best. Place a list of these on the board. Find out the cereal or cereals from which they come. Do any of these things influence you in your choice: (*a*) flavor; (*b*) crispness or crunchiness; (*c*) advertising or programs over the radio; and (*d*) kind served and eaten by your family?

3. Read the story of the way in which cans of a certain kind of breakfast food saved the lives of explorers stranded on Captain Scott's and Lieutenant Shackleton's ship in the Antarctic about forty years ago. An account of this is given in *The Story of Foods* by F. Crissey.

4. Prepare different kinds of cooked breakfast foods in class. Serve these in different ways, with sliced bananas or bran sprinkled over the top and cooked with raisins or dates. Taste the various ones. Discuss the uses which may be made of left-over cereals.

5. On the top of the forty-four-story Board of Trade Building in

National Poultry and Egg Board

A SWEDISH STRAW EGG-COSY KEEPS THE COOKED EGGS HOT UNTIL THEY ARE SERVED IN INDIVIDUAL EGG CUPS

Chicago is a gigantic figure of Ceres which weighs six tons. Whom does she represent and how did she receive her name? Why do you suppose she is given such a place of honor on this building? Read "Ceres" in *Classical Myths That Live Today* by F. E. Sabin, or consult some other book on mythology.

EGGS

"Sunny side up" says the waiter to the chef when he gives your order for eggs fried on one side. The waiter may not know it,

but "sunny side up" is a good name for eggs because they help to make you full of fun, feeling well, ready to enjoy life and able to see the sunny side.

No food, with the possible exception of meat, is more frequently spoiled in cooking than is an egg. Humpty Dumpty must frequently be as much hurt by the way he is treated in cooking as he was hurt by his fall from the wall.

The statement that meat and eggs share the same fate when incorrectly cooked may be laid to the fact that both foods are rich in protein. Protein is tricky. Cook it too long or at too high a temperature and it shrivels and gets hard.

Check the number of nutrients found in eggs (pages 53–62) to see why they are highly valued foods. Long before women knew about the nutritive worth of eggs they had used them many times in the meals of a day.

Eggs appear at breakfast as coddled, soft-cooked, poached, pan-fried, scrambled, or made into omelets.

Eggs appear at luncheon as creamed, sandwich filler, baked-egg sandwich, or salad.

At dinner the eggs are seldom served as "eggs" but are used in the making of meat loaves, hot breads, cakes, cookies, chiffon pies, custard, tapioca cream. The egg loses its identity in these dishes, becoming a part of another product.

We will discuss standards of cookery of eggs as eggs.

Cooked Eggs of Which You Can Be Proud

Soft-cooked — still soft but not runny.
Hard-cooked — tender but firm.
Scrambled — creamy, well-flavored.

Breakfast is served soon after the family is up. That means that preparations are hurried. Eggs just taken from the refrigerator have no chance to lose their chill before they are cooked. That fact affects the directions for the cooking of coddled and soft-cooked eggs which are put into boiling water.

Suppose that five or six refrigerator-cold eggs are put in a broad-bottomed container and covered with boiling water. It is plain that more time will be required to cook those eggs than to cook one egg which goes into a small, deep container.

You need to know the result desired and then experiment with the number and temperature of the eggs, the shape and size of the container, and the amount of water to cover them. When you have worked out the conditions which give you a properly cooked egg you can standardize the results.

What is the difference between a coddled and a soft-cooked egg? Grandmother used to say that a child was coddled when she was pampered and treated as if she needed to be kept in cotton wool. We pamper eggs when we coddle them, too. (See recipes, pages 318–319.)

POACHED EGGS

Poached eggs need to be eaten the moment they are taken from their swirling water bath. They are rather difficult to make and we are omitting their preparation.

PAN-FRIED EGGS

Pan-fried eggs can be just as tender as soft-cooked ones. They are unsatisfactory when the egg white spreads itself so thin that it cooks and tastes like glue. To avoid this happening, put the eggs in so small a container that the egg whites have no chance to spread but hobnob closely with the other eggs in the pan. You may start cooking them on top of the stove, then finish them in a moderate, 350° F., oven. They should be cooked until the yolks have lost their raw color and have taken on an apricot tinge.

SCRAMBLED EGGS

Scrambled eggs show nuggets of gold mixed with pearly white. Omelets are a pale gold through and through. Omelets are smoother than scrambled eggs. But since most people prefer

scrambled eggs to omelets and since scrambled eggs are easier to make, they become our "dish."

There are two tricks in making attractive scrambled eggs. First, mix or beat the eggs only slightly. Second, cook them to a soft, creamy stage. It is suggested that you use the double boiler for the cooking of scrambled eggs. Check the recipe, directions, and variations on page 319.

HARD-COOKED EGGS

Hard-cooked eggs make their appearance at lunchtime. The same problem — due to the number of eggs and their temperature, the shape and size of the container — confronts us as in preparing soft-cooked eggs. Since the eggs stay in the hot water for a longer time than do soft-cooked ones the variations are unnoticeable. A perfectly cooked hard egg boasts a mealy, thoroughly cooked yolk and a firm white which is tender and not tough or rubbery. Methods of preparing the eggs are given on page 318. These hard-cooked eggs may be used for Easter eggs (page 319); for deviled eggs (page 318).

DEVILED EGGS

Deviled eggs are nice for Sunday-night suppers or for picnics. Why not prepare some for a picnic lunch on Memorial Day, Independence Day, or Fourth of July?

EGGS IN BAKED AND COOKED DISHES

As suggested earlier, eggs seldom appear on the dinner table in a recognizable form, being used in baked or cooked dishes. For that reason we are not discussing them at length at this point. For further information about eggs at dinnertime, check the discussion and recipes for desserts (page 307); cakes (page 289); hot breads (page 335).

PUPIL EXPERIENCES

1. How can you tell "a good egg" (*a*) before it is broken; (*b*) after it is broken?

2. Molly Simpson prepared scrambled eggs at school but wasn't successful when she tried them out at home the following Saturday for the family lunch. They were hard and compact and so watery that her older brother remarked, jestingly, "Why the weeping eggs, Sis? Didn't you treat them right?" Can you figure out how Molly "treated" the eggs to secure the results which she did? Was it the eggs or the manner of cooking which was at fault?

3. Do the eggs sold in cartons in the modern grocery store differ from those purchased from the "egg man"? How does your family buy eggs, in bulk or in the carton? Which method seems to have greater advantages? What laws in your state or city regulate the selling or grading of eggs?

4. Have some member of your class demonstrate the correct methods for breaking, separating, and beating eggs. It would be interesting to show the class the small device which may be purchased to separate eggs and also the different types of egg beaters on the market.

5. Plan three breakfast menus that include eggs in some form for the hearty dish of the meal. Over a two- or three-week period try several of these recipes at home and report to the class on your success.

TOASTS

Some of the most beautiful objects which have come out of Spain are toasting forks with their slender, lacey, delicately curved handles. Today they are used for decorative purposes only, because most of us make toast in the electric toaster. Sometimes we put the bread on the rack under the broiler flame. When we do this we need to keep a watchful eye on the toasting bread.

Toast of Which You Can Be Proud

Attractive appearance.
Evenly browned.
Appetizing size of pieces.

BREAKFAST TOAST

It is so easy to make good toast. We put slices of evenly cut bread into the toaster, turn on the current. The wires and the grids in the inner part of the toaster become a glowing cherry red, they give out heat, and almost before you can say "Jack Robinson" the surfaces of the slices are evenly browned. The interior of a piece of toast may be somewhat moist (which is the way many people like toast), or the interior may be well dried out (it takes longer to make this kind of toast), or the whole slice of toast may be dried out until it almost snaps if you look at it. That dry, snappy kind is known as Melba toast. It is especially good when served with soup or salad.

You may think of toast as a breakfast bread. However, we may serve Melba toast at breakfast, luncheon, or dinner. Ordinary toast may be served with or under a creamed dish, too.

FRENCH TOAST

The French nation has always been known as a thrifty nation. Perhaps that is why we call the next kind of toast which we are going to discuss by the name "French" toast. Slices of bread which are rather old and dry are used to make this delicious breakfast or luncheon dish. A mixture of lightly beaten egg and milk is poured over the slices of bread until they are well saturated. Then the slices are drained and pan-fried in a small amount of hot fat. They are browned first on one side and then on the other, when they are ready to be transferred to a hot platter or to plates. Pour on maple sirup or serve the toast with strawberry jam or grape jelly and slices of crisp bacon. French toast may be a thrifty dish but it is good enough to belong in French cookery — than which there is supposed to be no better!

CREAM TOAST

Try toasting bread, buttering the slice while it is still hot, breaking it into pieces, putting these into a bowl. Bring milk to

the scalding point, pour it slowly over a lightly beaten egg, add a pinch of salt, and then pour this over that hot, broken toast. This is supposed to be a dish for invalids but well people enjoy it just as much. Try substituting a thin cream soup for the milk and egg which is poured over the freshly made and buttered toast.

Pyrex Housewares, Corning Glass Works

INSTEAD OF BREAKING THE TOAST, TRY SLICING THE LOAF DOWN ALMOST TO THE BOTTOM CRUST, BRUSHING WITH MELTED BUTTER AND OVEN-TOASTING IN A CASSEROLE

SUNDAY SUPPER TOAST

Toast slices of the steamed graham loaf. Spread them with butter and shaved maple sugar. Break the slices into pieces. Pour hot milk over them and you have another surprisingly good dish.

TEA TOASTS

Now that we are getting over into toast and sweetness, we consider cinnamon toast and orange toast. They are nice for luncheon, for Sunday-night supper, and adults enjoy them with afternoon tea.

Custom says sweet toasts should be small triangles or slender strips or fingers of toast. That means you will help yourself two or three times because they are so good that one small triangle or two slender strips are never going to satisfy you.

PUPIL EXPERIENCES

1. Did you know that French toast is practically the same as a traditional Bavarian dish called "poor knight"? It is claimed to have originated in that country, having secured its name from a poor knight who had nothing better than this food to serve his sovereign. It proved to be a "pretty dish to set before the king," for he liked it so well that he requested the recipe. Try preparing French toast for your

family's breakfast some Sunday morning and tell them the above story.

2. Find out how zwieback is related to toast. How can zwieback be purchased? What does the name mean? Consult dictionary or the *Encyclopedia of Foods* by A. Ward.

3. When does one "drink a toast" instead of eating it? On what occasions does this take place?

BEVERAGES

Breakfast without something to drink seems an unsatisfying meal. France serves *café au lait* (coffee with hot milk), England serves tea, Spain offers a rich chocolate. In the United States milk, cocoa, and coffee are the three most popular beverages.

We may think of beverages as thirst quenchers, but they may be food as well. Milk is outstanding in this respect — milk is both food and drink.

Any beverage which contains sugar has caloric value. A beverage which contains fruit juices has caloric value, supplies mineral salts, and in many cases some vitamins as well.

We can find plenty of good health in a glass, a cup, or a mug if we select our beverages wisely.

Beverages of Which You Can Be Proud

Satisfy thirst, not too sweet.
Either hot or cold, not lukewarm.
Attractive in appearance.
Easy to drink.

MILK

Milk should be your favorite drink. Drink it at lunchtime. Take it after school. Your day's quota is one quart.

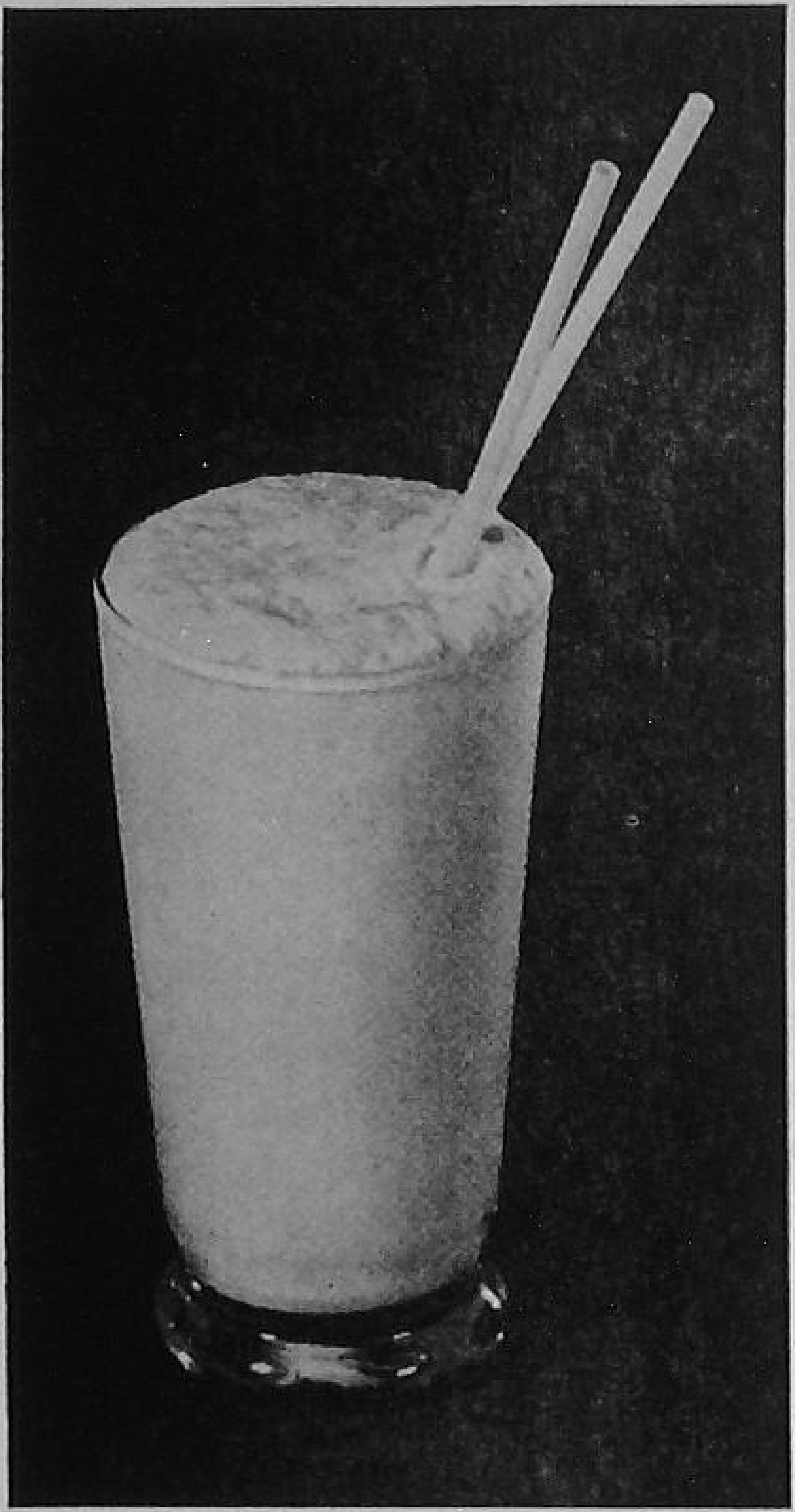
The addition of a few drops of vanilla and one teaspoon sugar changes the flavor slightly.

Hot milk which is sipped slowly often puts a wakeful person to sleep.

Check the number of nutrients found in milk (pages 53–62). By all means note its richness in calcium. You do need that. You need the butter fat. Remember that milk carries vitamins.

"Around twenty-five million cows are milked daily on three quarters of the nation's six million farms — more than forty-five million quarts of milk are delivered to homes and stores daily."

How many quarts of the nation's milk supply are delivered at your house daily?



THIS GLASS IS LARGE — BUT NOT TOO LARGE TO HOLD A BANANA MILK SHAKE. HUNGRY BOYS SAY THESE ARE "TOPS"

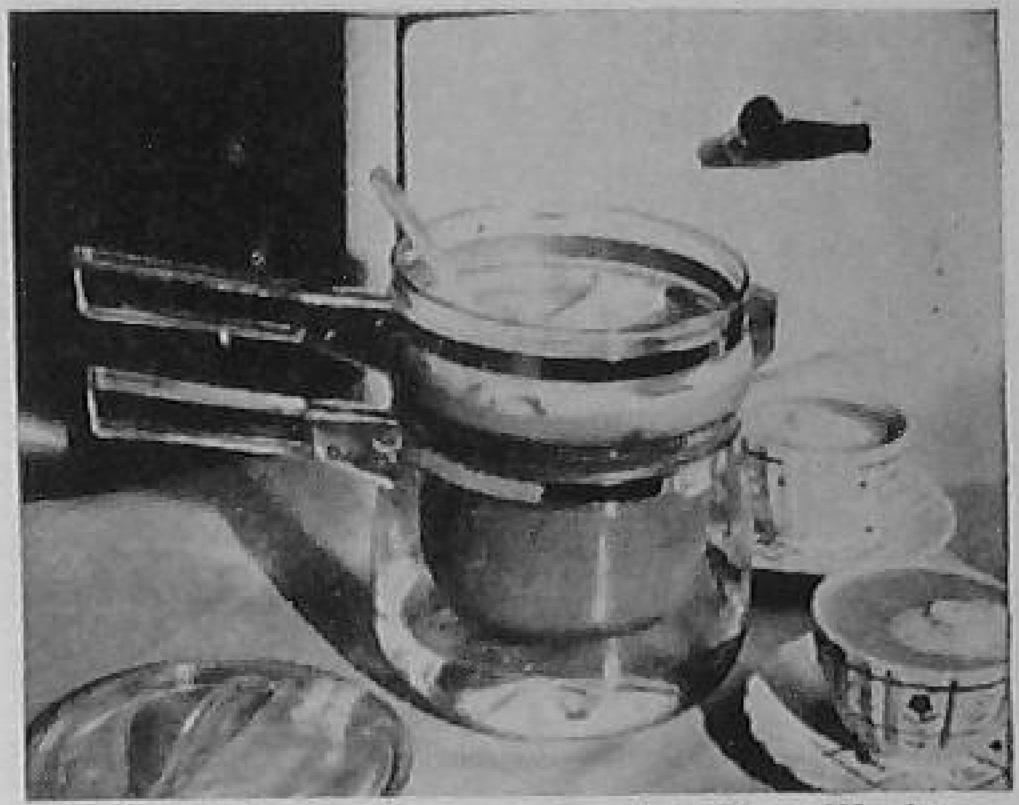
COCOA AND CHOCOLATE

Milk makes up a large part of a cup of cocoa or chocolate. The cocoa or chocolate is cooked with a small amount of water to remove the raw starch in uncooked cocoa or chocolate. Milk is usually heated before being added to this paste. Since milk burns easily it is best to heat it in a heavy-bottomed container or in the upper part of a double boiler. Nutritionists have found that milk which has boiled for two or three minutes is not as good for us as milk which has either been brought just to the boil or has been boiled for twenty minutes. Therefore in making cocoa and chocolate we are careful not to let the beverage boil after the milk has been added. (Certainly we do not want to boil cocoa for twenty minutes.)

The protein in milk is apt to coagulate or form a thin skin or scum. As suggested on page 285 it is best to beat the hot cocoa vigorously for a few minutes before serving it. What would this beating accomplish?

Cocoa is not as rich as chocolate and therefore is better for everyday use. Serve the hot chocolate for special parties or when the rest of the meal is rather scant and you need filling food.

Both cocoa and chocolate are improved in flavor by the addition of a few grains of salt. A few grains of cinnamon make a pleasing variation in flavor. So does vanilla extract. But the use of these is not suggested when the beverage is served at breakfast.



Pyrex Housewares, Corning Glass Works

MARSHMALLOW-TOPPED COCOA DISAPPEARS RAPIDLY WHEN HUNGRY GUESTS ARE WAITING FOR "SECONDS"

FRUIT JUICES

Many clear fruit juices as well as those containing finely divided fruit pulp (nectars) are on sale. The fruit juices may be served "as is" or may be combined to make refreshing and unusual new beverages. Most of the bottled or canned juices are improved by the addition of a little fresh lemon or orange juice. Since orange juice grows bitter if it is allowed to stand exposed to the air for any length of time, do not extract the juice until you are ready to use it. Fruit juices may be served well chilled. Be careful that you do not dilute them by adding too much ice. It is better to chill the juices in the refrigerator before serving. Then only a small amount of ice is needed. Many fruit juices are excellent when served hot. In this case they are usually prepared by simmering them for ten or fifteen minutes with a few spices such as a small piece of stick cinnamon, two or three whole cloves, or whole allspice. The beverage is strained before serving. When beverages are prepared in this way the spicy hot results are called "mulled cider," "mulled grape juice," and so on.

The addition of ginger ale or other sparkling or carbonated beverages adds a pleasant tang to many fruit juices that might otherwise seem flat.

TEA

Chinese and Japanese people make a ceremony of drinking tea. They have so great a respect for its flavor that they add nothing to the beverage. The British consider tea drinking an afternoon necessity. Most places of business in England stop work at four o'clock in the afternoon to drink a cup of tea. They usually add milk and sugar. People in the United States drink a great deal of tea but make no ceremony of its drinking, nor do they reserve it for serving at a special hour. Lemon and sugar or cream and sugar are the usual accompaniments in the United States.

Tea authorities have laid down certain rules for the preparation of the beverage. They say that tea is at its best only when a china teapot has been used, only when the teapot has been heated before the tea leaves are put in, and only when freshly boiling water is poured over the leaves. Tea is *never* boiled, just steeped. Tea stands or steeps after the water has been poured over the leaves. The usual steeping time is five minutes. Then the welcome words, "May I give you a cup of tea?" are heard.

COFFEE

Most adults in the United States drink coffee as a breakfast beverage. It is frequently used at other meals, especially at dinner.

Unfortunately the beverage itself can not be made to taste as satisfying as the aroma of freshly ground coffee.

The most desirable coffeepots, according to experts, are those made of china or glass or enamel. The easiest of all methods for making coffee is the drip method. See the directions on page 286.

The points to watch are these: Be sure that the coffee has been ground to the correct fineness (the name for this grind varies in different parts of the country). Be sure that the drip pot is kept warm while the water is dripping through. Do not pour the dripped beverage over the grounds a second time.

HINTS FOR SERVING

A beverage is easy to drink when it contains no leaves or grounds, no bits of fruit, no seeds, no ice. Tea should be free from leaves; coffee, from grounds. A cube of ice persists in sliding toward the rim of the glass, which makes neat drinking difficult. It is best to have the beverage chilled and then when serving it add chopped ice rather than big lumps of ice.

STARS IN THE MILKY WAY*

What is milk?

Milk is a food in fluid form designed by Nature solely to supply nourishment. It is our most nearly perfect food, the only food for which there is no substitute.

What does milk contain?

Milk contains water, proteins, fats, milk sugar, mineral salts, and vitamins. The proteins are of the highest quality; the fat is palatable and easily digested; the sugar supplies energy but is mild and non-irritating; the important mineral salt, calcium, is more abundant in milk than in any other food; and milk includes all of the known vitamins.

How much fat is present in milk?

Whole milk contains from about three per cent to four and one-half per cent butter fat. The average fat content of market milk varies in different localities. Exact standards are set by local boards of health.

What is skimmed milk?

It is milk from which most of the butter fat has been removed. The milk itself contains all of the food essentials except the fat and the vitamin A.

What is certified milk?

It is milk which conforms with the requirements of the American Association of Medical Milk Commissions and is produced under the supervision of a medical milk commission and of the state board of health or of the local city or county health officer. It may or may not be pasteurized.

* Reprinted through the courtesy of the National Dairy Council, Chicago, taken from *The What and Why of Milk*, copyright, 1940.

What is vitamin D milk?

It is milk to which vitamin D, known as the "sunshine vitamin," has been added by one of several processes. . . . This is the vitamin which helps prevent rickets in children.

What is homogenized milk?

It is milk in which, by a process of applying pressure and heat, the fat particles are so finely divided that they do not rise to the top of the milk as cream. They are evenly distributed throughout the milk, and therefore homogenized milk has no cream line. Some homogenized milk is also soft curd milk.

What is soft curd milk?

It is milk which has been treated by one of several processes which cause it to form softer curds in the stomach. Soft curd milk is easily digested, and is therefore of especial value for infants and convalescents.

What is buttermilk?

It is fresh skimmed or whole milk to which a culture has been added to give it its characteristic flavor. Originally, it was the liquid remaining after butter had been churned from cream — hence the name "buttermilk."

What is chocolate milk?

It is fresh milk from which a part of the butter fat may or may not have been removed (the amount varying according to state laws) and to which a chocolate sirup or powder has been added.

Some states have ruled that when the fat content of the milk is below that required by state law the mixture of milk and chocolate must be called "chocolate drink."

Storage of Milk in the Home

Immediately upon receipt of fresh milk, set it in the refrigerator.

If the bottle top has not been covered with a protecting cap, wash off the top before setting the bottle in the refrigerator.

Keep unopened cans of evaporated and condensed milk in a cool, dry place.

After opening, store the can with the unused milk left in it in the refrigerator.

PURCHASING THE INGREDIENTS FOR BEVERAGES

Chocolate and Cocoa. Chocolate and cocoa come from the same source, cacao trees native to the tropics. These trees produce hard-shelled pods varying from seven to twelve inches in length. Inside the pod are anywhere from twenty to forty cocoa beans, about the size of almonds. The individual beans are ground and treated.

More of the cocoa butter or fat has been removed from the bean when cocoa powder is made than when chocolate is prepared. Cocoa is less rich, therefore.

Some cocoas and some chocolates are combined with sugar before being packaged. Cocoa is packaged and sold in pounds or fractions thereof. Chocolate is made into flat cakes which are marked off or actually divided into pieces weighing one ounce.

Tea. Tea is made from the leaves of the tea plants. The United States does not raise these plants in quantity. That means tea has to be imported. The leaves are picked at different stages of their growth. The finer teas use only the younger leaves. The leaves are stripped from the stem and then these leaves are dried.

During this process a certain amount of fermentation takes place. The copper pans in which the leaves are placed while drying and the amount of drying determine whether the tea shall be called green or black tea. The stores offer these two varieties as well as a mixture called English breakfast tea. The green tea of today makes an almost colorless beverage. Its flavor is slightly more puckery and sharp than the heavy black teas.

Tea is sold in pounds or fractions thereof. Also, it may be purchased in tea balls, each one containing enough tea leaves to make one cup of tea.

Coffee. Coffee is the bean or berry of a shrub. The United States does not grow the coffee shrubs in quantity. Therefore coffee is imported, largely from South American countries.

The berries are roasted. Some people like beans that have been given a light roast, barely a pale brown. Other people prefer a coffee which has been roasted until it is almost black or practically burned.

Roasted beans may be purchased whole or they may be purchased ground. Opinions differ as to the amount of change that takes place in ground coffee as it stands before being used for making the beverage.

Coffee is sold by the pound or fraction thereof.

Fruit Juices. These come ready prepared, both sweetened and unsweetened. They may be packed in cans or bottles. Read the label to see what else, if anything, is in the container besides the fruit juice.

Fruit Nectars. These products have made their appearance fairly recently. They are the juice and the extremely fine pulp of the fruit. Their use gives more body and substance to a beverage such as fruit punch. But since the nectars are quite mild or bland in flavor it is best to add some freshly extracted citrus fruit juice to them.

PUPIL EXPERIENCES

1. Check yourself over a three-day period to see whether you are getting the required amount of milk daily. Milk used in preparing food may count as well as milk taken as a drink.

2. Milk or dairy bars are becoming more and more popular throughout the country. Have you ever visited any of these? What other products are sold besides milk? What drinks containing milk are commonly sold over the drugstore counters? Ask some member of your class to report on the state or city laws regarding the sale of milk.

3. On one of his Antarctic expeditions Admiral Byrd took three tons of coffee with him for his men. Can you give two reasons why coffee was supplied in such large amounts? Would growing boys and girls need it for the same reasons? On this same expedition Admiral Byrd took two cows, "Klondike" and "Iceberg," with him, as well as 10,000 cans of evaporated milk. What would the milk supply his men

which the coffee lacked? Would there be any advantage in having both fresh and canned milk?

4. Find out how cocoa came to be used as a beverage. Tell the form in which it is grown. Explain the difference between cocoa and chocolate. What commercially manufactured drinks contain this product? Consult *We and the World* by W. Redfield, or *The Encyclopedia of Foods* by A. Ward, or *Foods America Gave the World* by A. H. Verrill.

5. When the English people were reduced to lower rations of tea because of war conditions, almost every paper in the United States carried an item about it. Why do you suppose this ruling received so much attention? From what source or sources did the British tea come? Would it have been as important a news item had the tea allowance of the people in the United States been greatly reduced?

6. Arrange a display of coffee in three different forms (whole berry, ground, and powdered), tea of two different kinds (black and green), chocolate, cocoa, and cacao beans.

7. Plan a tasting party at which the different kinds of fruit juices sold in the stores are sampled.

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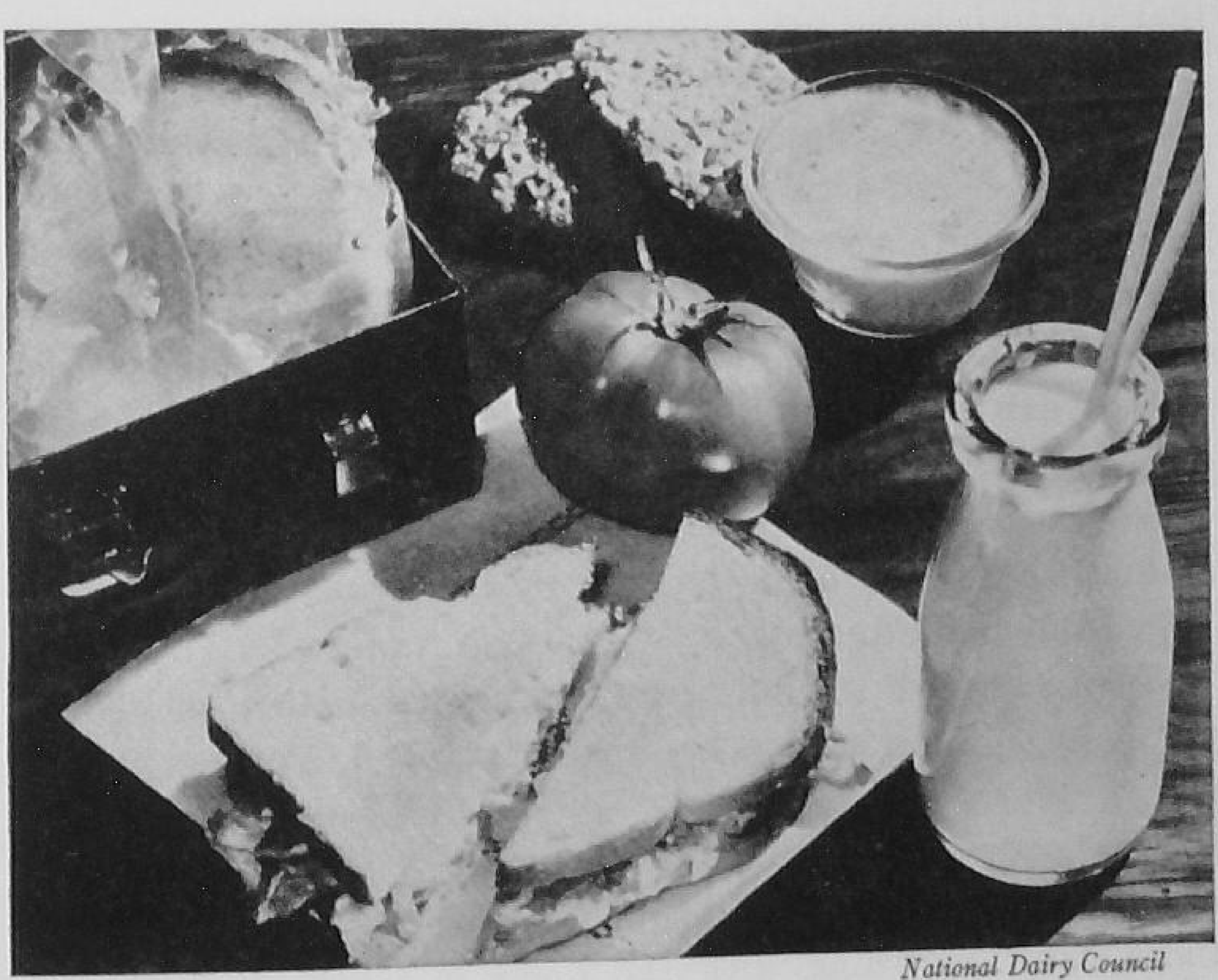
Unit VI. Luncheons

Luncheon is the nicest meal! It comes when you are tired and ready to relax. You open the lunch box which your mother packed early in the morning or you scurry down to the school



National Dairy Council

IT IS LUNCH TIME. GOOD HEALTH WAS PACKED IN THIS LUNCH BOX

cafeteria where you march down the line selecting foods from a large array, or you take a place at the table at home with your mother. Possibly there are brothers and sisters sitting at the table, too.

How many stories you have to tell about the happenings of the morning! In school you carry on an animated conversation

with some of the other pupils. You tell them how you almost missed the last problem or how afraid you were that you were going to be called upon to name the author of *Ivanhoe*. At home you tell many of the same things. Did you ever stop to think how pleasant it is to eat meals and have someone to talk to while you're eating? Suppose you had to eat all by yourself. That would be rather stupid, don't you think? That is one reason why you want to find things to talk about if you are the only one at home with your mother. At luncheon time you may have her all to yourself. It's fun to talk with your mother about this and that and to help her plan family activities to come.

What is on the table? It is hard to say because luncheon menus are so varied. In summertime you may have toasted sandwiches, a fruit plate, and a glass of milk. In the winter you may have large dishes of macaroni and cheese spooned from the casserole so recently taken from the oven. You like the contrasting color of the strips of raw carrot and the black ripe olives which your mother has on the table. Dessert — applesauce and chocolate cookies. There is milk to drink.

Possibly in the cafeteria you select corn chowder and bacon muffins with plenty of butter. For dessert, ice cream of course. Very likely, milk to drink.

When you open the lunch box which your mother packed for you, you find two sandwiches neatly wrapped. You open them and, goody! goody! you find your favorite peanut-butter and your favorite bacon sandwiches. What's that in the little paper cup? Cole slaw. Look at that polished red apple, and just taste those dates glistening with the sugar in which your mother rolled them, and, oh, there's the thermos bottle with hot cocoa.

Luncheon menus fit into a pattern or form. (We keep referring to this meal as a luncheon; it may be a supper. When dinner is served to your family in the middle of the day your evening meal, which is a supper, compares to the midday luncheon served in some other homes.) The form includes a cooked dish, preferably

a creamed one, raw or fresh leafy green or yellow vegetable, a sweet dessert, and something to drink.

Luncheon is the nicest meal!

LUNCHEON MENUS

Squaw corn Ripe olives
Apple butter Drop baking-powder biscuits
Fresh sliced peaches Peanut-butter cookies
Milk

Cream of celery soup Crackers
Spinach with cheese Carrot strips
Lemon sherbet Gumdrop cookies
Milk

French toast Bacon Jam
Fresh fruit salad Rye crackers
Fruited eggnog

SUNDAY SUPPER

Tuna fish and noodles en casserole
Corn-meal muffins Butter
Cranberry relish
Orange snow with soft custard Refrigerator rolled-oats cookies
Cocoa

LUNCHEON MANAGEMENT

The method of planning for luncheons is no different from that used in planning breakfasts. Checking recipe, ingredients, utensils, table settings, should be routine by this time. Luncheon menus often call for much food preparation ahead of time. A cream soup, for instance, if made at home or in the laboratory, requires the cooking and sieving of a vegetable and the making of cream sauce. Then comes the combining and heating.

In creamed salmon the fish must be prepared after it has been taken from the can. The cream sauce is made and the mixture is kept hot in the upper part of the double boiler. If a rice ring is served the rice must be cooked ahead of time. It is then put into the ring and baked or steamed.

H. J. Heinz Co.

PEANUT-BUTTER SANDWICHES ARE EXCELLENT WITH VEGETABLE SOUP. ADD A GLASS OF MILK AND CHOCOLATE PUDDING FOR A SUBSTANTIAL LUNCH

Frequently a hot bread is served at luncheon. There may be a small salad which you plan to serve with the main course. Dessert, when it is not a fruit, may be fruit sauce and cookies, a frozen dessert with cup cakes or cookies. A beverage may be served throughout the meal.

Your mother may invite in some women for lunch. The lunch may start with a chilled fruit juice, followed by a rather hearty meat, fish, or seafood salad accompanied by something like cornsticks or Melba toast. Then comes a rather dressy dessert, although (when asked) many adults say they like fresh fruits in season as well as, if not better than, "made" desserts.

You are going to enjoy planning and preparing luncheons in the laboratory. They will be fun to prepare at home, too. Keep them simple — even when company is coming. Remember that one or two dishes well prepared and nicely served honor your guests just as much as overelaborate and fussy meals.

The preparation of simple meals won't tire you too much. Then you can be fresh and jolly and ready to enjoy your company and your own party.

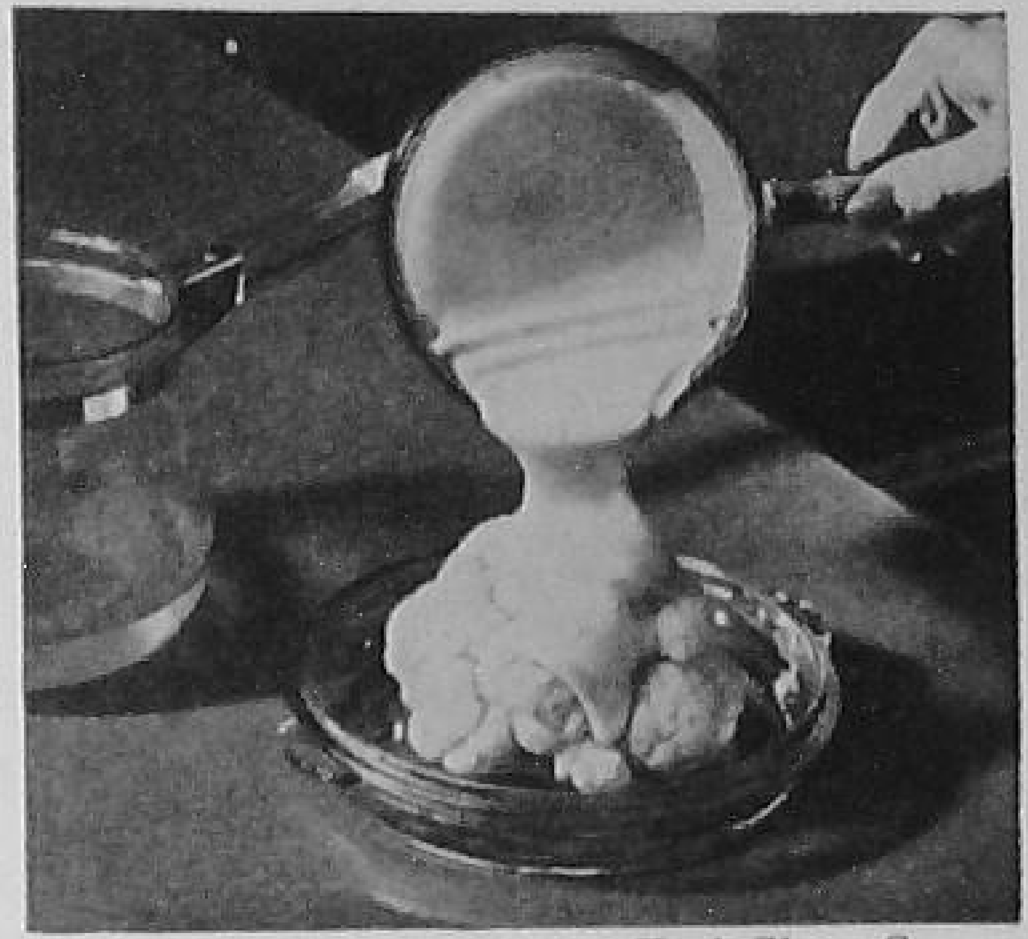
PUPIL EXPERIENCES

1. Discuss experiences which you have had in planning or preparing a luncheon all by yourself. Did you and the members of your family consider the meal a success?

2. Recently, at a restaurant in a small city the guests were handed slips containing this question: "What would you like for luncheon tomorrow?" Suggest a menu which you would have written on your slip had you been a patron of the restaurant. (Luncheons costing thirty-five and forty-five cents are served at this restaurant.)

CREAM SAUCE AND ITS USES

Perhaps we sound like millionaires when we talk about cream sauce, cream soups, creamed vegetables. Actually, cream is seldom found in these dishes. But we still use the word "cream" because the sauce should be as smooth and heavy as cream and as rich in color.



Kraft Cheese Co.

SMOOTH CREAM SAUCE, ENRICHED WITH WELL-FLAVORED CHEESE, MAKES CAULIFLOWER LOOK AS GOOD AS IT TASTES

The smoothness comes from a thickening done with a mixture of butter and flour. (We call this mixture a *roux*.) The butter gives the richness.

Since perfect cream sauce is not hard to make it seems queer that so many people fail to get a smooth, rich mixture.

In some cookbooks you find the sauce is called "white sauce." When the butter and flour are mixed in the upper part of a double boiler (which is kept over hot water while the roux is being blended) and then the roux is combined with milk, the color of the sauce is not as rich as when the roux is cooked in a container set directly over the fire.

We refer to this double-boiler method as the easiest method. We repeat it in the next paragraph.

The easiest method calls for melting the butter in the upper part of a double boiler, adding the flour, and then adding the milk. The mixture cooks over hot water in the lower part of the boiler. The cooking time is 20 minutes.

This method gives a sauce which may lack flavor.

The method used by older and more experienced people calls for the making of a roux (paste) of the melted butter and flour in a frying pan. This roux is cooked until bubbling. Then the milk is added in two or three installments with much stirring and cooking going on all the time. This sauce has a richer flavor because the butter and flour are cooked over direct heat. The difficulty found in this method comes from the lumping of the roux when the milk is added.

We compromise and make cream sauce in this fashion:

The measured butter is put in the upper part of a double boiler. The container is set over direct heat. When the butter is melted the flour is stirred in. Then this roux cooks until bubbling. The upper part of the double boiler is now set into the lower part. The milk is added to the roux and, with frequent stirrings, the sauce is cooked over hot water for ten minutes. This sauce is smooth, rich, and well-flavored after the seasoning has been added.

Cream sauce may be made in four degrees of thickness. Here they are:

Name	*Butter*	*Flour*	*Milk*	*Use*
Thin	1 tablespoon	1 tablespoon	1 cup	Cream soups
Medium	2 tablespoons	2 tablespoons	1 cup	Creamed vegetables
Thick	2 tablespoons	3 tablespoons	1 cup	Croquettes (macaroni or rice, etc.)
Very thick	3 tablespoons	4 tablespoons	1 cup	Croquettes (meat or fish)

Salt is usually added to the flour at the start but when the cream sauce is combined with a mixture which is already well seasoned it is best to omit the salt until the sauce and foods are mixed.

Freshly ground pepper or ready ground pepper, white or black, may be sprinkled over the sauce. When paprika is added the sauce takes on a reddish color. Celery salt, celery seed, Worcestershire sauce, catsup, are suggested as additions to give variations in flavor. One tablespoon of catsup is about the right amount to

add to one cup of cream sauce. Anywhere from one tablespoon to one-quarter cup of easily melted or grated cheese or cheese food may be added to the cream sauce. If the cream sauce is to be used in making creamed potatoes the liquid added to the roux may be half bouillon and half milk.

But dress it up any way at all, the result is not satisfactory unless the cream sauce is free from lumps and has no raw flour taste.

Pyrex Housewares, Corning Glass Works

SLICES OF FRESHLY MADE TOAST WILL SOON BE COVERED WITH CHIPPED BEEF IN SMOOTH CREAM SAUCE

CREAM SOUP

A cream soup is a creamed vegetable mixture, made smooth and fine. Most recipes call for equal parts of thin cream sauce and cooked vegetable purée. A purée is obtained when the cooked vegetable has been put through a sieve. The sauce and the purée are combined in the upper part of a double boiler and kept hot until serving time. Cream of asparagus and cream of tomato soup may curdle if they stand for any length of time. It is best, therefore, to combine the hot purée and the hot cream sauce just before serving. The purée is poured slowly into the hot sauce. In this way the acid in the purée is diluted so that curdling is less apt to happen. Celery seed, onion juice, onion salt, a suspicion of grated nutmeg, may change a commonplace soup to something extra good.

We specialize in cream soups in this class. Commercial canners have set us high standards for these soups.

Cream Soups of Which You Can Be Proud

Good flavor.
Free from lumps; slightly thicker than cream.
Served hot.
Size of serving fitted to bowl in which it is served.

Dressing Up Cream Soups. Here are four methods of dressing up the cream soups:

Dust each serving with paprika.

Sprinkle finely chopped parsley over the top of the soup.

H. J. Heinz Co.

SPRINKLE SLIVERED ALMONDS OVER THE SOUP AND SERVE SANDWICHES AND RIPE OLIVES WITH IT

Whip a small amount of cream, salt lightly, add approximately one tablespoon pimiento purée to the whipped cream. Fold in lightly. Serve on top of the soup.

Egg white which has been beaten may be added to the whipped cream to increase the volume.

In place of the usual croutons (those small squares of well-toasted, buttered bread) serve puffed wheat or rice.

CREAMED POTATOES

Remembering our rule that two dishes served in the same course or at the same meal should have variety in texture, we know that creamed potatoes will be an excellent accompaniment for baked ham. Why? Because ham has no gravy or sauce of its own.

Perhaps the greatest fault to be found with most creamed potatoes is that they look messy and pale. To avoid pastiness do not overcook the potatoes. Cut them in neat cubes. Left-over baked potatoes make delicious creamed potatoes, too. Combine the potato cubes and sauce. You have your choice of putting the two in the upper part of a double boiler where they will be kept warm until served, or of putting them in a casserole which you set in a moderate oven, 350 degrees F., until time to serve.

Creamed potatoes look more attractive when paprika is dusted over the surface or when finely chopped parsley is sprinkled on just before the dish is sent to the table. Sometimes finely chopped pimiento or green pepper is added to the cream sauce. Small

stars of pimiento may be put on just before the dish is taken to the dining room. (Merry Christmas!)

CREAMED MACARONI, SPAGHETTI, OR NOODLES

Cream sauce may be used with starches such as macaroni, spaghetti, or noodles. The macaroni, spaghetti, or noodles are cooked in rapidly boiling salted water, then drained and added to the cream sauce. This mixture is baked in a moderate oven.

Observe the same caution in deciding on the thickness of cream sauce for these dishes as for potatoes. Macaroni is another starch, you know, and will do some thickening of its own.

Cooked sausage meat, grated cheese, chopped green pepper, or pimiento, may be added to the cream sauce and cooked macaroni before the casserole is set into the oven for its baking, which requires about twenty minutes (that is, if the mixture is hot when it is set into the oven).

PUPIL EXPERIENCES

1. Someone has said that "modern cookery is bounded north, east, south, and west by cream sauce." Suggest three oven dishes prepared with cream sauce and three "top of the stove" dishes in which cream sauce is used.

2. List the cream soups which you like and with which you have a tasting acquaintance. Suggest others you would like to try either at home or in school.

3. Do you remember the "Irish pertater" soup which Mrs. Wiggs prepared in *Mrs. Wiggs of the Cabbage Patch?* Think of different ways to "dress up" this soup to make it more attractive. One way might be to add grated cheese just before serving. Mention others. Prepare potato soup, trying out some of the suggested variations.

4. In large hotels the chef has a huge stock pot on hand into which he puts small pieces of vegetables and meats which form the "makings" of his soups. Celery tops always find their way there. Suggest odds and ends which might otherwise be thrown away in your home that can be used for making or flavoring soups.

5. Arrange a display of different kinds of dishes and silverware for

serving soups. This might include a soup plate, a bouillon cup, cream-soup dish, soup tureen, ladle, bouillon spoon, cream-soup spoon, and regulation soup spoon.

6. What is the difference between spaghetti and macaroni? Suggest other members which belong to this family. How many kinds of noodles do you know? Arrange an exhibit showing the different varieties of macaroni and noodles. *The Encyclopedia of Foods* by A. Ward and *Food Buying Today* by A. Todoroff will prove helpful references.

7. Plan three appetizing luncheons using creamed dishes as the main portion of the meal.

SANDWICHES

Recipes for almost as many varieties of sandwiches are to be found in cookbooks as sands are to be found on the seashore. Well, perhaps not quite so many, but one book which you may have in your school library is called *1001 Sandwiches*, so you can see there must be many, many kinds.

A small round of bread spread generously with cream cheese and topped with an English walnut meat may be called an open sandwich. A sandwich consisting of eight rounds of bread cut in graduated sizes with a different filling between each two slices might be called a sandwich meal. (It is listed in the recipe books as a "Russian Club.") The name "sandwich" is applied to both. But in everyday use a sandwich consists of two pieces of bread between which is put a filling or spread. That filling is usually highly seasoned, like meat; or extra rich, like peanut butter; or sweet, like jam.

Sandwiches vary in size. A good sandwich maker considers the appetites of the sandwich eaters, as well as the hour of serving.

Sandwiches which you purchase in the cafeteria or which are packed in your lunch box need to be the equal of two slices of bread. They make up the main part of your meal and should be filling and substantial.

Sandwiches served at an afternoon tea where mothers and teachers enjoy the social cup of tea should be small. They may

be made of two thin slices of bread with crusts cut off and with a highly seasoned but easy-to-eat filling in between.

You may like a fried-egg sandwich in your lunch box, but at the afternoon tea you will serve ribbon sandwiches or cream-cheese-and-date-filled tidbits.

Hot sandwiches are popular indeed. On a slice of bread is placed a slice of hot meat, over which goes a generous amount of hot gravy.

Sandwiches of Which You Can Be Proud

Bread slices of even thickness.
Butter or filling spread to edges.
Easy to eat.
Filling chopped fine.
Good balance between filling and covering.

Sandwich bread needs to be firm and even-grained. A piece of bread with large holes in it is not satisfactory; the filling leaks through.

Instead of using two slices of the same kind of bread in one sandwich, why not use a slice of rye with a slice of raisin bread; a slice of entire wheat with a slice of white bread?

Even for the substantial sandwiches it is best not to cut the bread too thick. You see, you really get double the thickness plus the depth of the filling when the sandwich is made up.

Soften the butter before you spread it onto the bread. Bring the butter clear out to the edges. Sometimes economy makes it necessary to butter only one of the slices. On the other may be spread the peanut butter or the cream cheese or the deviled ham. But when you can afford it, it is better to butter both slices. Then the filling is not so apt to soak into the bread. Spread the filling on the second slice. Put together two slices that fit. With a sharp knife cut the sandwich into two triangles or rectangles. For cafeteria or lunchroom service wrap each sandwich separately and neatly in a square or rectangle of paraffined paper.

In making a large number of sandwiches you will find the work easy to do if you organize it. Clear a wide space. Wipe it off. Cut the bread, laying the slices side by side in the order in which they have been cut. Have the softened butter in a bowl. Butter the slices, using a broad-bladed spatula. Spread every other slice with the filling, again using a broad-bladed spatula. Bring the buttered slice up over the spread one. Pat down, cut, and wrap.

Dainty tea sandwiches may take different shapes or forms. It is customary to cut off the crusts before spreading the bread. Why before spreading?

Note the directions for making ribbon and pinwheel sandwiches on pages 347, 348.

PUPIL EXPERIENCES

1. One of the sandwiches listed on the menu board of a commercial cafeteria was a "vitamin sandwich." Of what do you think this was made? Plan a vitamin sandwich which will furnish many of the necessary vitamins.

2. Observe a demonstration showing method of wrapping a sandwich. Why do you suppose glassine or paraffin paper bags superseded sheets of paraffin paper? Industrial cafeterias pioneered in this. Why?

3. Look up recipes for hearty sandwiches with protein (meat, fish, eggs, or cheese) fillings which are tasty and will prove to be "good companions" for other foods in a picnic lunch. *Young America's Cook Book* will give some helpful suggestions.

4. The Swedish people are particularly skillful in preparing attractive, open sandwiches with delicious "toppings." The English people prefer to serve their tea sandwiches plain, merely spreading thin slices of bread with butter. Both are good in their places. Suggest occasions where fancy sandwiches would be preferable, and other occasions where the plain type would be better. Watch a demonstration showing the method of preparation for both types.

5. Sandwiches have always been a popular choice for people eating at lunch counters in railway stations, drugstores, and restaurants. Can you think of a reason for people selecting these in preference to other types of food? What preparation of sandwiches is frequently made in advance in these places and why?

6. Sandwich shops have become very popular in some of our larger cities the past few years. Have you ever visited one? What choices in sandwiches did you have? Were other things served beside sandwiches?

7. Find out from members of your class whether they prefer sandwiches toasted or plain. Do all types of sandwiches lend themselves equally well to toasting? Give reasons for your answer.

National Dairy Council

THIS DARK GREEN SALAD PLATE HAS A LETTUCE BASE WITH SLICES OF SCARLET TOMATO, IVORY WHITE COTTAGE CHEESE, AND SLENDER TIPS OF CHIVES

SALADS

She also produced (besides a cabbage) a handful of mustard and cress, a trifle of the herb called dandelion, three bunches of radishes, an onion rather larger than an average turnip, three substantial slices of beetroot, and a short prong or antler of celery; the whole of this garden-stuff having been publicly exhibited but a short time before as a twopenny salad, and purchased by Mrs. Prig, on condition that the vendor could get it all into her pocket. — Dickens

"Garden stuff" belongs in a salad, of that we are all convinced. The form which the salad takes is varied. Gervase Markham, an English writer who wrote many books in the years between 1610 and 1660, divides salads into simple and compound varieties. "Some," he says, "are only to furnish the table and some are both for use and adornation." Not many years ago American women made altogether too many salads for "adornation." Today, fortunately, most salads are simple and not compound.

Are salads popular? Yes, indeed. They appear at luncheon and at dinner.

At what part of the meal do they appear? That depends. If chicken salad is being served it is the main course. If the dessert is a fruit salad, naturally it appears last. When you are serving a vegetable salad at dinner you may expect to have it served with or after the main course. When you live on the West

Coast that is not true. Here the vegetable or fish salad is served first.

In the above paragraph mention was made of chicken salad, fruit salad, fish salad, vegetable salad — which mention tells you, of course, that meat, fruits, fish, and vegetables, may be used in salads.

H. J. Heinz Co.

THAT IS MAYONNAISE IN THE CENTER OF THE DEVILED EGG TREFOIL. GREEN WATER CRESS OFFERS CONTRAST TO THE GOLD AND WHITE EGGS

Anything else?

A salad has a base of green, leafy plants such as lettuce, endive, chicory, or romaine. It is served with a dressing of oil, or other richness such as butter or cream, combined with an acid, such as vinegar or lemon juice. The dressing is seasoned with salt, mustard, and pepper, mellowed with a few grains of sugar.

Salads of Which You Can Be Proud

Fitted to size of serving plate.
Easy to eat.
Attractive in color — simple and not worked over.
Well chilled.
Well-flavored dressing.

How large should a salad be? Fit it to the size of the plate on which it is to be served. Many a person has left salad uneaten because she was afraid some of the leaves or the dressing would spill over onto the tablecloth. A salad should be large enough to serve its purpose. For instance, when chicken, lobster, shrimp, salmon, tunafish, or hot potato salad is the main course, the servings should be ample. But if the salad is a refreshing in-betweener or an appetite teaser, the servings should be small. A salad served at the beginning of a dinner or between the main course and the dessert is designed to give accent to what has

preceded it and what will follow it. Accents should never be large. A firecracker going off by itself is an accent, but a whole pack of firecrackers going off at the same time make such a loud noise that the person is almost stunned. Make salads lively, sharp, interesting accents.

When head lettuce is used remove or break the stiff midrib of the leaves. Otherwise the salad teeters around and, unlike a balanced rock, does not stay balanced. Be sure the lettuce is well-washed and drained. Otherwise the dressing is so thinned that it loses its flavor.

H. J. Heinz Co.

FOR POTATO SALAD LIKE THIS CHOP PARSLEY OR CHIVES VERY FINE, CHILL, AND SERVE WITH A GARNISH OF FRESH TOMATOES, SLICED PICKLES, AND LETTUCE FRILLS

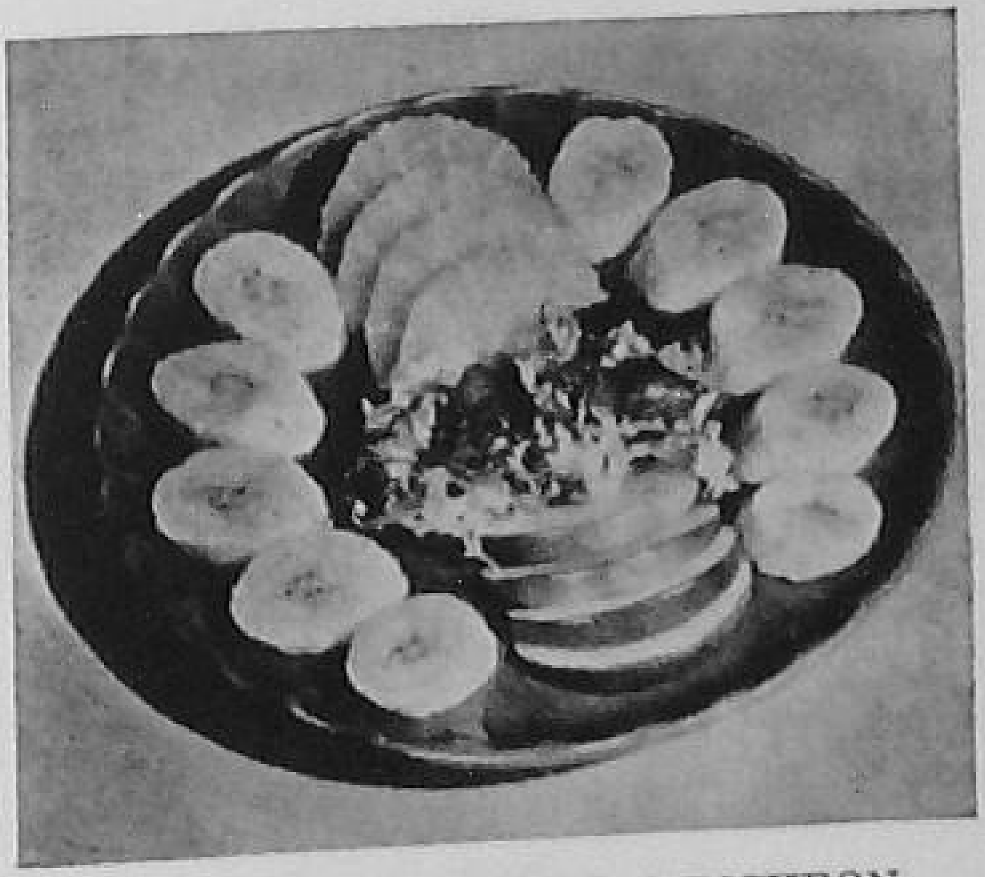
Make the salad a picture of contrasting colors:

The scarlet of tomato and the green of lettuce.

The ivory of canned pears, the green of lettuce, and the dull red of paprika in the dressing.

The ivory of banana, the rich toast-brown of peanuts, and the green of lettuce.

The shimmering transparent color of gelatin holding fresh orange-colored carrot, and the deep shining green of green pepper, with the green of lettuce as a base.



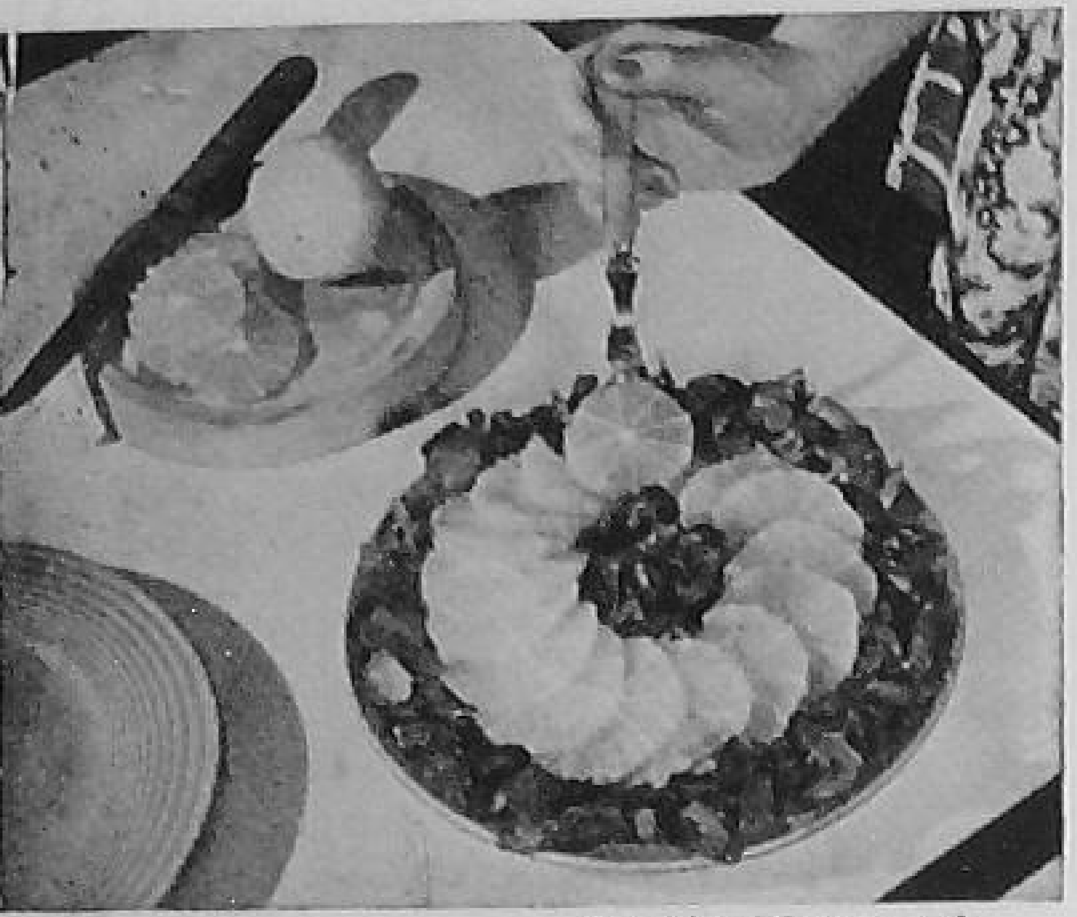
FOR A SUMMER-DAY LUNCHEON ARRANGE THIN HALF-SLICES OF ORANGES AND UNPEELED APPLES, CURLY ENDIVE, CRIMSON STRAWBERRIES, AND SLICES OF RIPE BANANA

The pale green of cabbage, the creamy ivory of celery, the golden yellow of mayonnaise, and the green of lettuce.

The coral of salmon, the soft green of peas, and the clear fresh green of lettuce.

Avoid salads that have been too much handled. Cream cheese cut into cubes is more pleasant to eat than cream cheese rolled

into balls between the hot hands of a cook. A large bowl holding a mixture of greens accented with the crimson of scarlet tomato, the white and gold of hard-cooked egg, is much more attractive than a salad in which the egg and the tomato become the head and body of a mythical figure that is lettuce-skirted. After all, we are not cannibals. Why should salads make us pretend to be?



Sunkist Photograph

ROUND AND ROUND GO THE ORANGE SLICES. LAY THEM ON CRESS AND TOP THEM WITH MELON AND CANTALOUPE BALLS. OR TOP WITH COTTAGE CHEESE AND ADD FRENCH DRESSING

Have the salad cold. A lukewarm salad is a limp and languid one. Remember that idea of accents, sharp and interesting.

It is fine to know that salads are increasing in popularity in the United States. To keep up this popularity be sure that you become an expert in salad making, salad mixing, *and* salad eating.

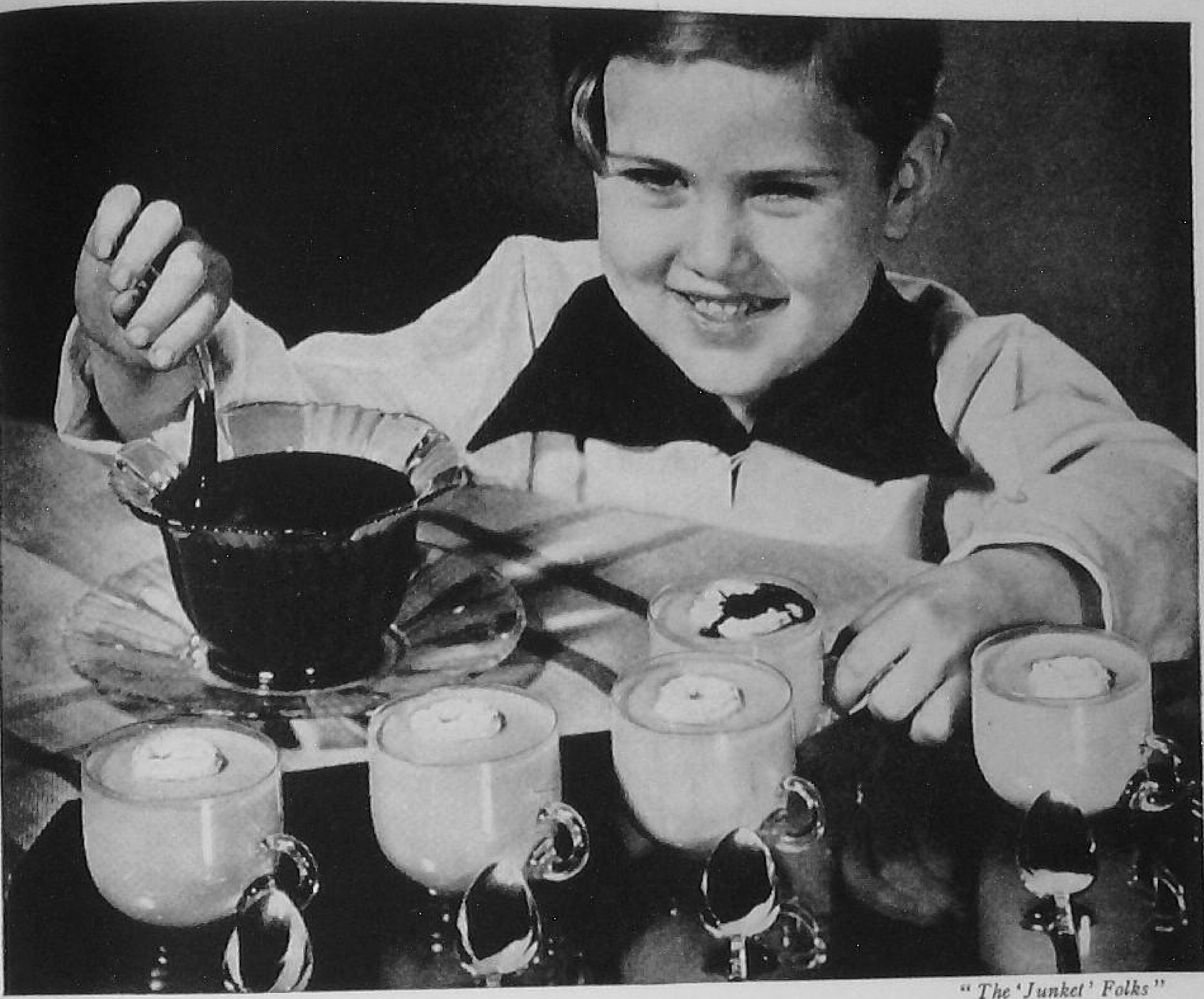
PUPIL EXPERIENCES

1. Arrange a display of different salad greens or secure pictures of these from a seed catalogue. How many can you identify? Which is most commonly used as a foundation for salads? How should these greens be prepared before placing salad dressing on them?

2. Have a member of your class show the group how to open a head of lettuce properly. Discuss the best method for keeping lettuce fresh when only part of a head has been used.

3. What salad oil is secured from (*a*) a tree; (*b*) the seed of a plant from which some of our clothing comes; (*c*) a plant which belongs to one of the "first food families of America"; and (*d*) a nut which is really not a nut and which grows underground? Give the trade names of these oils — that is, the names by which you ask for them in the stores. Secure the price of one pint of each and compare. Which is most expensive and why?

4. Name three vegetables which are usually served raw in salads;



IT IS A GOOD THING THESE SHERBET GLASSES ARE SO WELL FILLED WITH CREAMY PEPPERMINT RENNET CUSTARD OR THIS YOUNG MAN WOULD EMPTY THE CHOCOLATE SAUCE BOWL

two vegetables which are usually cooked; and two vegetables which may be eaten either raw or cooked in a salad.

5. Bring in suggestions for fruit and gelatin salads which can be prepared easily. Make two or three of these in class.

DESSERTS

Desserts are the pleasant endings of meals. Usually desserts are sweet. They should never be so dry that they may be described as deserts (which is, unfortunately, the way some poor spellers write the word).

Possibly ice cream is more popular as a dessert with young folks than is pie, which seems to belong especially to adults. But

both ages should enjoy fresh fruit for dessert. Peaches and cream, red raspberries and cream, strawberry shortcake, sliced oranges and bananas with soft custard and grated coconut are desserts that are both simple and simply delicious.

General Foods Corporation

THESE DESSERTS ARE ALL MADE WHOLLY OR PARTLY OF GELATIN

In luncheon menus we so frequently find creamed soups and creamed dishes that we do not like to repeat the flavor, texture, or color in the dessert. But when a dinner menu consists of roast meat, baked potatoes, buttered carrots, and tomato salad the entrance of tapioca cream or bread pudding means that your mother, who planned the meal, is presenting you with some of your milk quota which you have not used thus far during the day.

The desserts which we shall make in this class will be suitable for luncheon or for dinner.

Those suggested for luncheon are:

Fresh fruit and cookies.
Gelatin mixtures.
Canned fruit and cup cakes.
Frozen desserts.

The dinner desserts may be any of the above or any one of the following:

Creamy puddings.
Cake.
Crumb-crust chiffon pie.

Keep in mind the day's requirement of foods and the need for contrasts when you make your selection.

Desserts of Which You Can Be Proud

Good flavor.

Easy to serve attractively.

Made of ingredients which are needed in the day's requirements.

Give a satisfied feeling at the end of the meal.

Check the discussion of fruits (pages 108–115) for the delicious fruits which are quite at home on the luncheon or dinner table.

Cookies are discussed on page 161; cakes and pies, page 161.

That leaves the subjects of gelatin mixtures, creamy puddings, and ice cream for our consideration here.

General Foods Corporation

GOOD DESSERTS CAST THEIR SHADOWS BESIDE THEM, AS YOU CAN SEE BY THESE GELATIN MIXTURES DRESSED UP WITH FRESH FRUIT

GELATIN DESSERTS

We start with gelatin mixtures. What do you suppose people ever did when there were no granulated gelatins and no prepared gelatin powders? It is so simple to take any one of these gelatins, follow the instructions on the package, and find ourselves with a delicious and pretty dessert.

Here are a few suggestions:

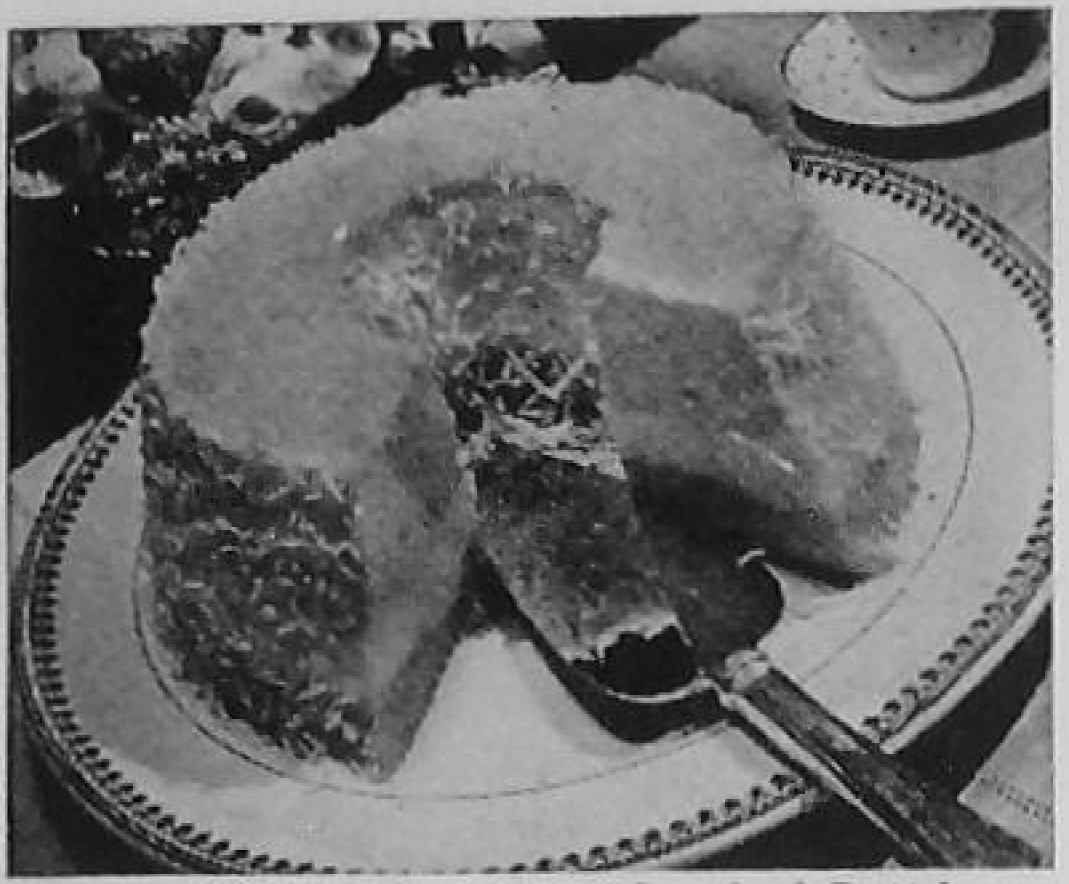
You may like the flavor of the prepared gelatin powders better when you add fresh, strained lemon juice and a little more sugar to the mixture. Be sure to have the flavor of the dessert rich enough.

Vary the appearance of the gelatin dessert by adding fruits such as sliced bananas, well-washed and drained red raspberries, sliced ripe peaches, orange sections.

Do not use raw pineapple with gelatin. Not unless you want

to serve gelatin soup! Use cooked pineapple and cooked pineapple juice.

After a gelatin mixture has stiffened partially, you may whip or beat it until frothy. Then chill. You have made an airy, attractive dessert.



Standard Brands

RAINBOW DESSERT IS MADE BY BUILDING UP IN LAYERS THREE GELATIN DESSERT MIXTURES — STRAWBERRY, PINEAPPLE, AND LIME. MOLD THEM IN AN ANGEL FOOD CAKE PAN AND DUST WITH LIGHTLY BROWNED COCONUT

Or, after the gelatin mixture has started to congeal or stiffen, beat in stiffly beaten egg white: If you have an electric beater it is not necessary to beat the egg white before putting it into the beater bowl with the partially congealed gelatin. Beat until snowy.

Or, use two flavors of gelatin powders, say strawberry and lemon. Prepare the lemon gelatin mixture. When partially congealed, pour over it the partially congealed strawberry gelatin. There will be two layers of contrasting color.

Gelatin Desserts of Which You Can Be Proud

Good flavor.
Firm but not rubbery.
Attractive color.
Servings suited to size of dish.

CREAMY PUDDINGS

It might be possible to have a different creamy pudding every day for a month and never repeat.

Junket or rennet custards, baked custards, soft-cooked custards, creamy tapioca pudding dressed up with peppermint-stick candy, rice pudding, plain bread pudding, chocolate bread pudding, lemon bread pudding, queen of puddings (which is a bread pudding topped with jam or jelly and a meringue). How attractive our queen does look when she is all dressed up!

Creamy Puddings of Which You Can Be Proud

Good flavor.
Smooth texture, that is, not watery or lumpy.
Attractive in appearance.
Servings fitted to size of serving dishes.

Junket or Rennet Custard. Junket is both easy and tricky to make. With the prepared junket powders you need do nothing but add to the powder the heated milk, stir well to mix, pour into serving dishes, and chill. What could be easier? What is tricky about it? Junket contains an enzyme, rennin, which coagulates or thickens milk when the milk is at body temperature or about lukewarm. Let the milk get too hot and the mixture will not thicken. The same thing happens when the milk is too cold.

National Dairy Council

TAPIOCA CREAM IS ALL DRESSED UP WITH A CANNED PEACH, A SPOONFUL OF WHIPPED CREAM, ACCENTED WITH A CANDIED CHERRY FLOWER

Watch the temperature of the milk. Add a few grains of salt to the powder. You will like the flavor better.

Try combining one package of vanilla and one package of lemon junket powder. The resulting rennet custard has a delicious flavor.

Custards, Both Baked and Soft-Cooked. In our discussion of eggs we said that they needed care in cooking lest they curdle or form small, hard balls.

Baked Custards. We need to watch the temperature at which custards bake in the oven. By setting the dish containing the custard mixture into a larger container with water in it we "cushion" the temperature or "temper" the heat, as it were. When the oven heat is low enough so that the water in the container does not boil, we get a smooth, well-baked custard.

Soft Custards. The cooking of a soft custard is done in the upper part of a double boiler. The water in the lower part "cushions" the temperature much as does the water in the pan under the oven-baked custard.

The Borden Co.

COCONUT MACAROONS COMBINE WITH THIS FLOATING ISLAND TO MAKE A PLEASING LUNCHEON DESSERT

Frequently we thicken the milk with a small amount of cornstarch before we add the egg. After the cornstarch has been stirred up with a little cold milk, add it to the milk in the upper part of the boiler. Cook and stir until the mixture is smooth and free from the raw taste of uncooked starch.

Part of this mixture is now poured slowly over the egg beaten with sugar. This is well blended and then returned to the remainder of the mixture in the boiler. Here the cooking continues just long enough for the mixture to "coat the spoon." Continue too long and the custard is curdled; about two minutes is a good time.

This smooth, yellow custard is cooled and served as a sauce for lemon snow or used as a dessert in its own right, especially when beaten egg whites, which have been sweetened, are dropped over the yellow sea to make snow islands.

We might use a large amount of cornstarch. Then the milk would be thickened enough so that when cold the mixture would hold a shape. This becomes a blancmange. Keep it white and serve it with the soft custard and have a modified Spanish cream.

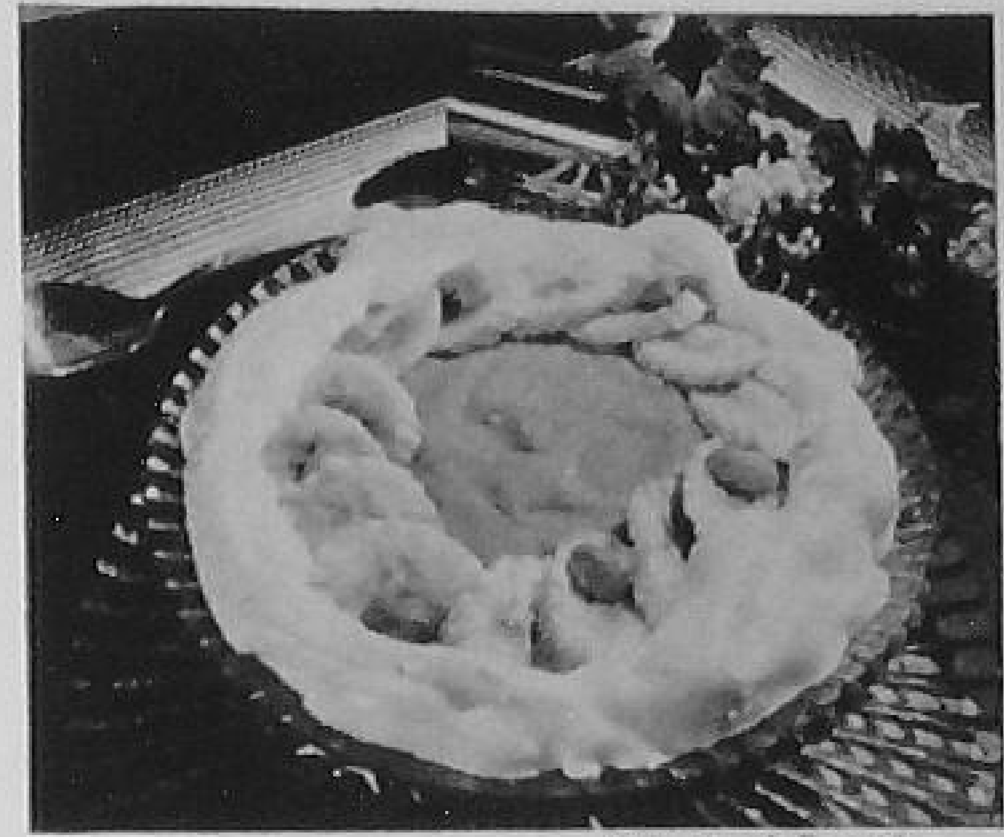
Add chocolate and get a chocolate cornstarch pudding.

Try the packaged cornstarch pudding powders which are prepared in several flavors. There is a butterscotch flavor that is popular with young and old. Be sure to follow the directions on the package.

Tapioca Creams, Bread Puddings, Rice Puddings. Most of these desserts use milk, and sugar, and a few eggs. The thickening

is done with starch such as tapioca (which comes from a plant grown in the tropics) or with rice or bread. The cooking must be done at comparatively low temperature. And the puddings should be watched lest they overcook. The eggs in the mixture furnish the reasons for giving you these two cautions.

Fruit Tapioca Puddings. These desserts are not creamy except when you serve them with soft custard or with cream. Instead of using milk as a base, water or fruit juice is used. Tapioca thickens water, just as it thickens milk. But to give flavor and appetite-appeal to the dessert we add fruit. Apples, pineapple, and dried apricots are the three most frequently used. Add the fruit which has been prepared and cut into suitable sizes, sugar to taste, a few grains of salt. Set in a moderate oven and bake until the fruit and the tapioca mixtures have practically become as one.



Standard Brands

THE OUTER RING IS SNOWY MERINGUE. WITHIN IT IS A CIRCLE OF SLICED RIPE BANANAS AND AN OCCASIONAL PIÑON NUT MEAT. THE BASE AND SUBSTANCE IS BUTTERSCOTCH PUDDING.

PUPIL EXPERIENCES

1. Alice Martin has been sick and out of school for a week. She is just beginning to eat light foods. The doctor has suggested simple, nourishing puddings as one article of her diet. Plan at least three puddings for Alice's noontime tray which she will enjoy.

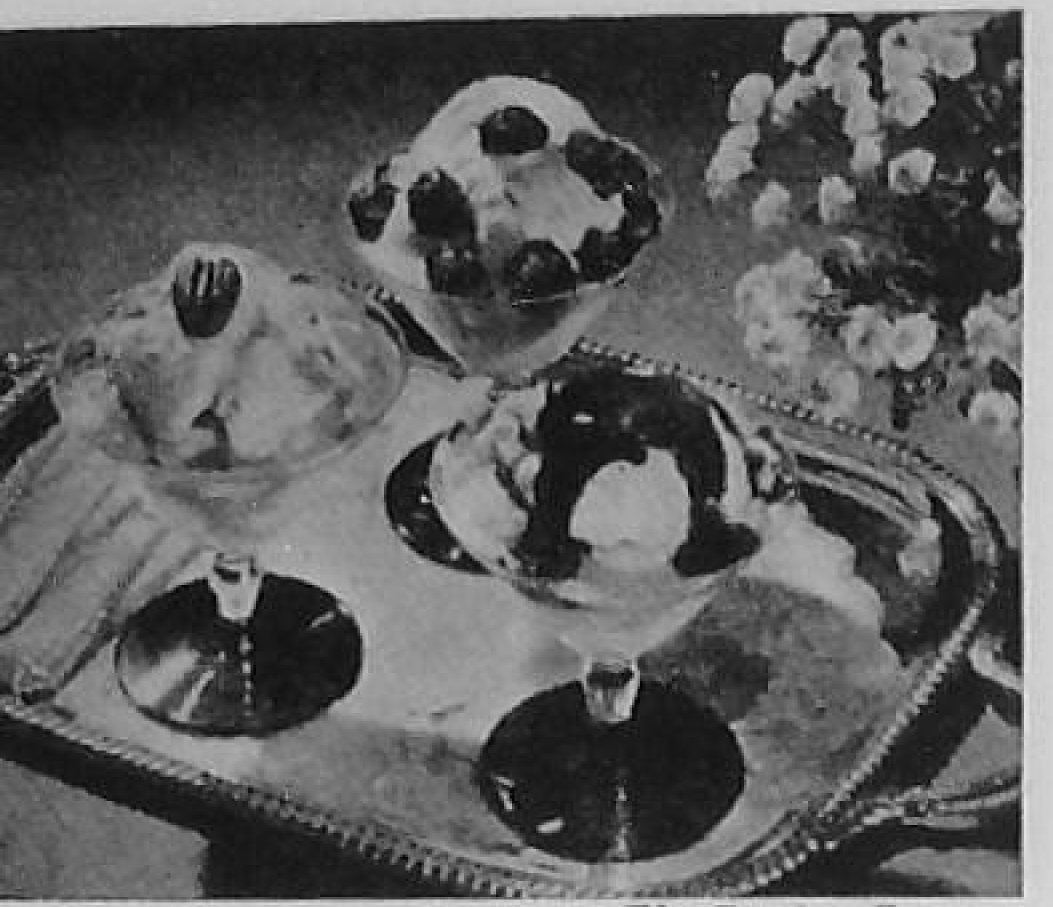
2. For what particular pudding was King Arthur of nursery fame noted? The story of this pudding and other curious English customs relating to puddings is told in *The Story of Cookery* by L. Lamprey.

3. Observe a demonstration showing the method of whipping a gelatin dessert and of unmolding it properly.

4. A woman who owns a restaurant in one of our larger cities has become well known for her specialty — pearl tapioca pudding. What other kind of tapioca besides pearl can be used for pudding? How do the

two kinds differ and which takes longer to prepare? Bring in samples of different kinds of tapioca for class members to see.

5. Do you ever associate a certain dish (for instance, a glass bowl) with a particular kind of pudding? Have someone demonstrate attractive methods of serving and garnishing puddings. Dishes play an important part in the different methods of serving.



The Borden Co.

THE SAUCE ON ICE CREAM MAKES THE DESSERT AS SPECIAL AS YOUR FAVORITE HOLIDAY

FROZEN DESSERTS

Most ice cream which is on sale is of good quality. Many stores package it in such a way that the ice cream will keep hard until it is served.

The drugstore is not the only place where ice creams may be combined or dressed up. You can do the same at home. Purchase ready-made ice creams and sherbets, combine them in the serving dishes, add a sirupy sauce, and lo, you have a sundae on Wednesday.

Ice cream is easy to make at home, too. The old-fashioned freezer with its hand-turned paddle makes a creamier, smoother ice cream than you can get in any other way. But the use of evaporated or condensed milk plus a certain amount of beating and stirring during the freezing period gives a creamy mixture, even when frozen in the trays of the mechanical refrigerator. Until we learned the trick of using heavy, creamy canned milks or fluffy marshmallows, we had difficulty in getting smooth ice creams. But now we get them easily.

Study the ice-cream recipes. You find cream, or a custard or a "mix," possibly condensed or evaporated milk, sugar, flavoring extracts or fruit pulp, are the usual ingredients. They are blended into a delicious, smooth, refreshing, and nourishing dessert.

In sherbets the ingredients may include water or milk, fruit

juices, sugar, gelatin, or egg white. Either one of the last two ingredients makes the frozen dessert fluffier and smoother.

Frozen Desserts of Which You Can Be Proud

Good flavor.
Smooth, creamy texture.
Not too hard or soft when served.
Attractive color.

PUPIL EXPERIENCES

1. Visit an ice-cream factory in your community and notice the various processes through which the cream "mix" goes before it is ready to be stored or sold. Find out whether the ingredients used in manufactured ice cream are regulated by state or city laws.

2. Prepare some variety of refrigerator ice cream. Figure out the cost of this per dish. Is it more or less expensive than a similar ice cream which is purchased? How does it compare in taste and texture?

COOKIES

How long does it take you to eat a cookie? Not long, you say. Then why use so much time shaping these "now-you-see-them, now-you-don't" goodies? Of course, there are occasions when you want cookies in the shape of witches, Santa Clauses, or animals. At such a time you roll the dough to an even thinness (and that's not easy), you cut the shapes with care, and bake them until evenly browned. But those cookies disappear as fast as after-school fillers which are made much more quickly.

Whether cookie dough is rolled, dropped, shaped, or cut after baking, the baked cookies should possess certain qualities.

Cookies of Which You Can Be Proud

Good flavor.
Even in size.
Attractive shape.
Not too dry; not sticky.
Evenly browned.

Because cookies are small, they may and should be more highly flavored and richer than if they were served in large pieces. Second, they should be fairly uniform in shape and size. Third, they should be evenly baked.

A rich, spicy flavor may come from molasses and ginger. We are going to have this in our gingerbread boys. Or the flavor may come from chocolate, as in the ting-a-lings. The flavor may come from brown sugar and nut meats — just wait until you taste the pecan gumdrop cookies!

Spices may give delicious flavors. How does ginger differ from cloves in color and flavor? From cinnamon? From anise?

Cookies may be shaped in at least four ways: First, the dough may be dropped from the tip of the spoon onto the baking sheet. This method is used in the pumpkin drop cookies. Be careful that the amount of dough in the spoon is the same each time, otherwise your cookies will be of uneven size. Shape the dropped mounds as follows: use the tip of a second spoon to scrape and shape the dough from the bowl of the first spoon. Once the dough is on the baking sheet, shape it by working it with the bowls of the two spoons.

Second, the dough — spread onto a baking pan — may be baked in one sheet. After baking, the sheet is cut into cookie-size pieces. Do some arithmetic and make some trial divisional cuts before beginning the actual cutting of the entire sheet into cookies.

Third, the dough may be packed solidly into a mold of some sort, either a shaped one, like a heart, or a round baking-powder can. Be sure to line the mold or leave some paper tabs to pull out the cold dough if the mold does not come in two parts so the top may be lifted. It is best to use a smooth dough or one which has nut meats or fruits chopped fine before adding to the dough, otherwise the slices will break as you try to cut them. The dough is chilled for a number of hours. Then the chilled dough is unmolded and while still very cold is cut down into thin slices. Watch your fingers. The dough is hard and the knife is sharp.

Fourth, the dough may be chilled, then rolled to the desired thickness on a lightly floured board. Then the dough is cut into desired shapes with the cookie cutters. Be sure to chill the dough somewhat before trying to roll it, otherwise the dough is so warm and soft that it is sticky and absorbs too much flour. Then the baked cookies are dry. Do not put so much flour on the pastry board that the cookies and the floor are dusty with flour. Lift the cut cookies with a broad-bladed spatula so as not to break the shapes. Do not crowd them on the baking sheet. They may spread in baking and run into one another, thereby losing their special shapes.

In making any of these cookies it is best to bake a trial cookie to see whether the dough is of the right stiffness.

Cookie pans should be brushed lightly with a salt-free fat before the cookies are put on the pan. Avoid salty fat; avoid butter for another reason — it is apt to become gummy, causing the cookies to stick and break.

In using a cookie sheet select one which is somewhat smaller than the oven. Otherwise the heat waves are baffled or kept under the cookie sheet. Then the cookies burn on the bottom before they are browned on top. When there is space between the sides of the oven and the cookie sheet the heat waves can do a good job of circulating.

If the oven you are using bakes more quickly at one side or end than the other, you may have to move the cookie sheet during the baking. You may want to keep two cookie sheets going, in which case the first sheet is lifted to a second rack in the oven to let the top of the cookies brown while the second sheet of cookies is baking on the bottom.

It is an exceptional person who can bake a batch of cookies without burning her hands. Try to be exceptional. Use plenty of good-sized pot holders. Take hold of the rim, not the flat bottom of the cookie sheet or pan. Set the hot cookie sheet out of the way of your hands when you are filling a second sheet or pan.

PUPIL EXPERIENCES

1. Find out how the "cookie" received its name and to what people we can give credit for it. Consult *Cookies and More Cookies* by L. L. Sumption and M. L. Ashbrook.

2. Connie Smith received a recipe for drop cookies from her friend Dorothy, who said they were delicious and easy to make. Connie was particular to follow the directions in making the cookies but was disappointed when she removed them from the oven. They had run together and looked more like a flattened cake than a drop cookie. Can you think of two reasons why Connie's cookies were not a success? What might she have done to prevent spoiling the entire batch?

3. With the celebration of what particular holiday do the making, decorating, and eating of cookies play an important part? From what country largely have we borrowed this tradition?

4. No matter how good cookies are you can't eat them all at once, and some must be stored away. Notice the attractive containers for cookies on display in the stores. Ask your mother what container she thinks is best for cookies. What is frequently added to the container in order to keep soft cookies moist? How would you store crisp cookies? The paragraph on "Keeping Cookies" in *Cookies and More Cookies* by L. L. Sumption and M. L. Ashbrook will answer some of these questions.

OPENING THE LUNCH BOX

You may open a lunch box with expectation or with no enthusiasm at all. You and your mother may each have a part in making the lunch-box opening a pleasing adventure.

First, a lunch box when opened should have an appetizing smell.

You can remember to open up your empty lunch box as soon as you get home. Then the box has a chance to air out before it is repacked next morning. You can wash it out, too. Then that grape jelly which spilled out of a sandwich won't stick to the cup cake you put in tomorrow.

You can help your mother by being willing to eat new things she puts in the box. If you refuse to try the nutmeg-speckled

baked custard, your mother may stop trying to think of different things she can pack into your box.

You can help your mother by telling her, every so often, that you liked the sandwiches, or that one of the boys said he wished his box looked as attractive as yours did when it was opened.

What goes into the lunch box? Is there a form for lunch-box planning just as there are forms for meal planning? Yes.

You may expect to find two sandwiches, at least. One of them may have a filling of ground meat, or fried egg, or cheese. That is the protein part of the luncheon. One of them may have lettuce and tomato, or relish. That may be the salad part of the meal. Or the salad may be packed in its own small container. That container may hold a whole tomato, or cabbage slaw, or salmon-and-green-peas salad. One sandwich may be spread with jelly or jam. That may be the sweet or dessert part of the meal. But usually there is a small pudding, or a slice of cake or a cup cake, or an applesauce turnover, or canned fruit, or applesauce.

Your mother has plenty of opportunity to surprise you. You may find some lemon juice and sugar waiting to be made into lemonade. You may find an apple, an orange, a banana, some dates, a few steamed stuffed prunes or apricots or figs. There may be some candies hidden down in a corner tuck-away package.

The thermos bottle may hold cream soup or cocoa, hot or cold milk.

LUNCH-BOX CAUTIONS

We all avoid cold pasty dishes, dry unbuttered sandwiches with tough pieces of meat. We avoid soggy sandwiches.

We prefer the kind of lunch your mother enjoys packing.

PUPIL EXPERIENCES

1. Display different lunch boxes and paper products (containers and napkins) which may be used. Discuss their size and cost and decide whether they will serve their purpose in keeping food in good condition.

Philip Gendreau, N. Y.

HOW MANY GOOD THINGS CAN YOU SEE ON THIS SCHOOL CAFETERIA COUNTER?

What advantage have these lunch boxes over paper bags for carrying your lunch?

2. Plan substantial hot dishes which a school might serve to pupils for a week's period. The hot dish served each day is to supplement the lunches brought from home.

3. Plan, prepare, and pack a suitable lunch for yourself to bring to school (*a*) in December, (*b*) in May.

THE SCHOOL CAFETERIA

We hope your school has a cafeteria which is under the direction or the supervision of a trained home economist. Her job is to see that the right foods are prepared in the correct way and served in an attractive manner.

What part do you play in the school lunch program? You patronize the cafeteria every day or occasionally, depending upon your home location, the weather, and the kinds of food offered. Sometimes the only part of the lunch which can be prepared at school is one hot dish. In that case you bring the rest of your lunch from home and eat it with or after you have enjoyed the big bowl of vegetable soup or the dish of baked macaroni and tomatoes which have been prepared at school.

You may take part in the school lunch program in other ways: possibly you make some posters for the lunchroom. Perhaps you are appointed to go to lower-grade rooms to talk about the school lunchroom and to tell the younger children why the "plate special" has been planned to include potato, a green or yellow vegetable, and a dish with cheese or meat.

When you go to the school lunchroom you take something along besides your money or ticket and your appetite. You take some food facts. And you use them when you select your meal.

You know that mashed potatoes and gravy and a jam sandwich and cornstarch pudding are a poor choice. Right away you say, "There is too much carbohydrate in that lunch. And there is no color contrast. Everything looks practically white."

Surely, you are not the kind of person who buys a jelly sandwich and ice cream and candy. You say, "Oh no, too much sugar is in that luncheon. Everything is sweet."

You may *like* the mashed potatoes with gravy. There is no reason why you should not, but when the potatoes and gravy are your choice you add a raw vegetable or fruit salad in gelatin and you have a glass of milk. You ask for entire-wheat bread in your sandwiches. You select an apple or an orange every so often for dessert.

When there is a new dish on the menu you are willing to try it. You may say to the person behind the counter, "Don't give me too much of that new vegetable, please. But I'm game, I'll try it at least once." And when you do you usually find you like it.

We repeat, you take your food facts with you when you go to the school lunchroom. And something else walks in with you as close as your shadow — your manners. There is plenty of room for manners in the school cafeteria. You watch and see. Push, scramble, grab, rush in front of someone else to get a desirable table; loud voice, scattered crusts, crumpled napkins on the floor — oh, come now, those are not *your* manners!

PUPIL EXPERIENCES

1. Set up paper food models on a counter and conduct a cafeteria, having members of the class act as serving assistants, checker, and cashier. Have each member of the class select a suitable lunch of the type which might be chosen in a cafeteria. Criticize lunches chosen, and make suggestions for improving these, if necessary.

2. Are most school cafeterias run for profit as are commercial cafeterias? Do you think they should be? Have the manager of the school cafeteria talk to you about ways that pupils may assist her in improving the cafeteria.

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Unit VII. Dinners

Dinner is the nicest meal! When you come home after school you are famished, "starved, just starved!" so you help yourself to cookies or to an apple or slices of bread and jelly. Anyway, you help yourself to something.

As soon as dinner is announced you give your hands a quick wash, your hair a brush, and you are ready. Doesn't the table look nice? The white tablecloth, the gay centerpiece, the piled plates in front of your father, the platter with the meat done just to a turn! You are pleased to see the large dish of potatoes and the equally large dish of escalloped tomatoes. There are bread and butter, salad, and dessert. You know there is going to be dessert because you smelled it before ever you came into the dining room.

What a good time you are going to have. Conversation runs along while your father serves the main course. Talking does not get back into its stride until after you have taken the edge off that keen appetite of yours. When that has been done eating is carried on more leisurely while the doings of the day are shared with the rest of the family. Of course, conversation is more interesting if remarks about table manners do not have to be discussed — you know that. And you know your manners, too! Digestion is upset when tempers get upset. Another reason for good manners.

A dinner pattern or form in the United States goes something like this: meat, potatoes, another vegetable, a relish which is usually a green salad or an uncooked vegetable like celery, raw carrot, or raw turnip sticks, bread and butter, a sweet dessert, and something to drink.

Are you expected to help clear the table and to help with the dishes? After all, your aid is small payment for the meal you have enjoyed.

Dinner is the nicest meal!

DINNER MENUS

Cubed steak Harvard beets
Stuffed baked potatoes
Entire-wheat-flour bread Butter
Lettuce salad
Tapioca with peppermint-stick candy
Milk

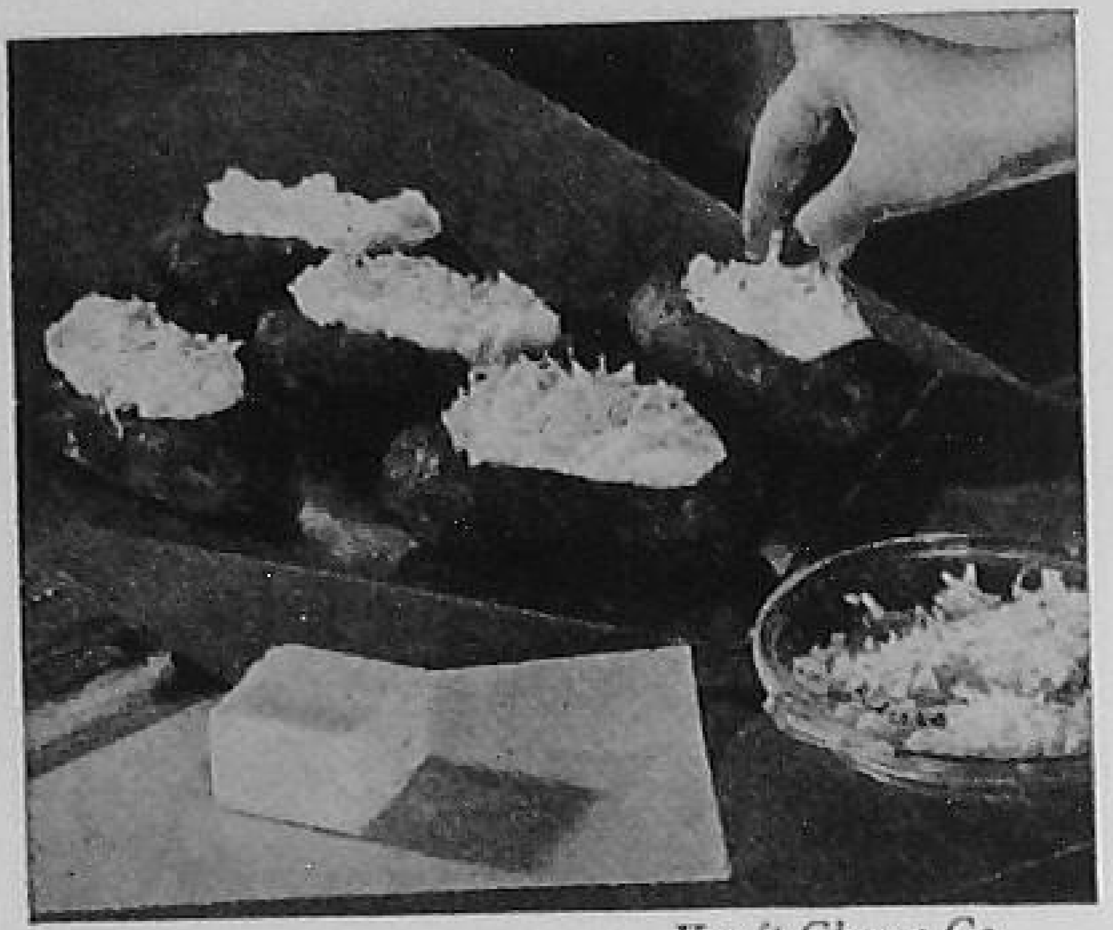
Salmon loaf Creamed potatoes
Buttered green beans
Graham loaf bread Jam
Cole slaw
Butterscotch pudding Cup cakes
Milk

Fruit juice with sherbet
City chicken Potato balls
Sautéed carrots
Prune muffins Butter
Celery Turnip sticks
Bread pudding with lemon
Milk

DINNER MANAGEMENT

Your mother will tell you that she has to start dinner preparations at least an hour ahead of the time that the meal will be served. If she is having a beef roast, braised pork chops, a lamb stew, or a chunky pot roast she may start the cooking of the meat even three or four hours ahead of the dinner hour. She does

not need to stay in the kitchen doing actual food preparation all these hours but she has to plan far enough ahead to start the one dish that takes the longest time for cooking. Unless she does that the meat will not be done.



Kraft Cheese Co.

SPRINKLE GRATED CHEESE OVER THE MASHED POTATO PULP WHEN THE BAKED POTATO SHELLS ARE REFILLED

Fortunately cooking time for meat can be estimated quite closely.

Practice tells your mother — and in time will tell you — how long to allow for the preparation and the cooking of vegetables. Sometimes the cooking time is shorter than that required for getting the vegetable ready to be cooked.

Salad greens may be washed in the morning, drained, and set in the refrigerator to crisp and chill.

Dessert is frequently prepared in the morning, too.

Look at the first dinner menu. Stuffed potatoes have to be baked before they can be stuffed. They should be large ones. Therefore you allow at least an hour for the baking. Following that the cooked potato has to be scooped out, mashed, seasoned, and used to refill the potato shells. That takes time and must be done at almost the last moment. You won't plan to have that kind of potato at a dinner where you need to unmold a gelatin salad, make a meat gravy, as well as mash some squash in the last five minutes before dinner is served. When you have one last-minute-preparation dish plan the meal so there are no other things which have to be done at the last minute too.

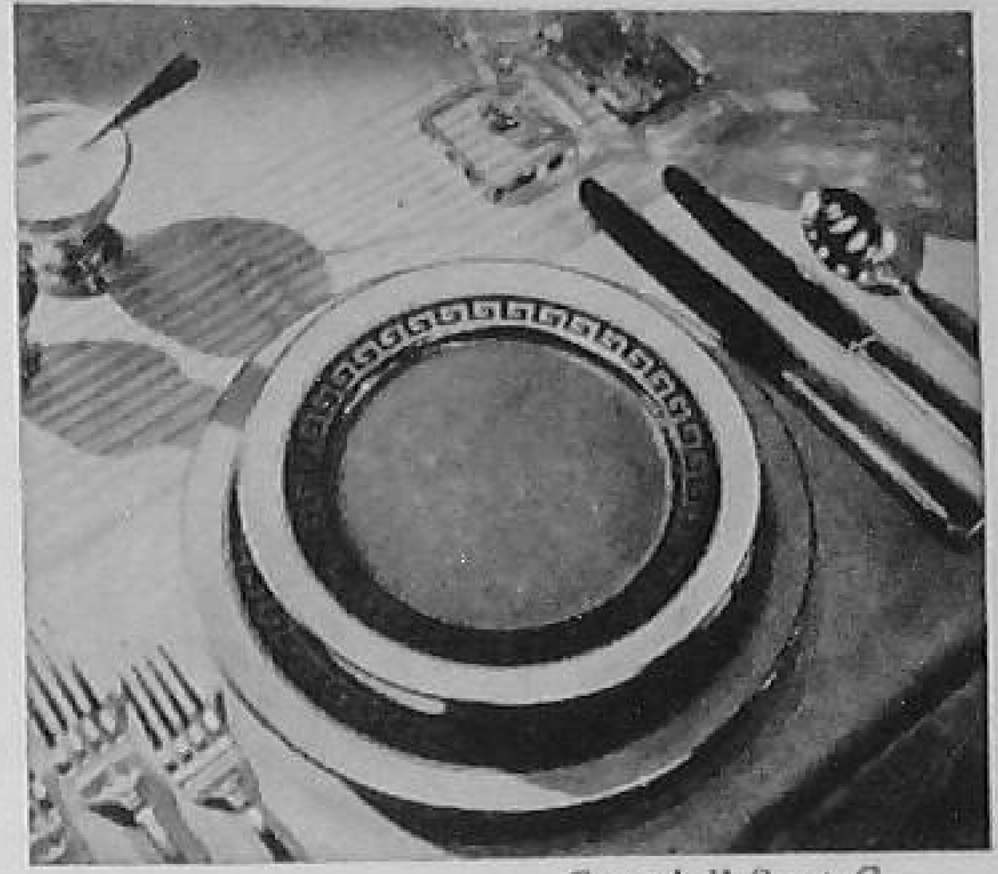
Butter may be cut in squares ahead of time and put back into the refrigerator in a cold-water bath to keep the squares from sticking together. Bread may be sliced and put back in the bread box until it is time to put it on the table. The cream pitcher may be filled and set in the refrigerator. Plan ahead and you will be as cool as a cucumber when you sit down to the table.

PUPIL EXPERIENCES

1. Discuss the different dinners which you especially enjoy that are served at your home on certain occasions such as Sundays, birthdays, or holidays. How do you help in the preparation of these?

2. One of the tests of an efficient cook is planning a meal so that it "all comes out right in the end." Plan a time schedule for the following meal, indicating which things are done first, which last, and the approximate time necessary for the preparation and cooking of each food:

Tomato juice
Meat loaf — Creamed potatoes
Corn on the cob
Bread — Butter — Radishes
Lemon snow pudding



Campbell Soup Co.

TOMATO SOUP IS AN ACKNOWLEDGED FAVORITE. ITS APPEARANCE IS APPETIZING AND ITS FLAVOR IS GOOD

3. Mrs. Thompson is planning to attend a P.-T.A. meeting which will not be over until five in the afternoon. Her daughter Eunice, aged thirteen, will be home from school about four o'clock. Plan a dinner for the family which consists of Mr. and Mrs. Thompson and Eunice. Dinner is to be served at six o'clock. Mrs. Thompson reaches home at 5:15. Eunice will help her mother.

DINNER SOUPS

Clear meat or vegetable soup is correct for dinner while a cream soup is considered the proper one for luncheon.

Dinner is usually a heavier meal than luncheon and for that reason the first course is lighter.

The amount of time required to make soup with a meat base or stock is longer than a laboratory period. Therefore we do not prepare these soups in class. Your mother may have an especially good recipe for a vegetable soup. Ask her to tell you about it.

We shall use some of the commercially prepared soups in our class dinners. We have a wide choice, as you will find when you

visit the grocery store. Mention of the commercially prepared soups brings this suggestion: vary the flavors of the canned soups by combining two or more varieties, then heating and serving.

For dinner soup combine: chicken and noodles with consommé; beef broth with consommé printanier; clear tomato with beef broth.

When the dinner menu is light, use these suggestions for soup combinations:

Oyster with chicken and rice.
Cream of mushroom with cream of tomato.
Cream of mushroom with cream of green peas.
Cream of peas with vegetable soup.
Cream of asparagus with beef broth.
Cream of asparagus with Scotch broth.

Method of Serving Soup. Makers of china use special molds for soup dishes. In all cases the dishes are comparatively deep. The dinner soup plate is used, as its name suggests, for a soup served at dinner. Cream-soup dishes and bouillon cups are found on the luncheon table. Since the dinner soup plate is large, the soup spoon which is used with it is large and has a bowl shaped like that of a tablespoon. The cream-soup dish and the bouillon cup take smaller, round-bowl spoons. When soup is served in a bouillon cup it is customary to take a few spoonfuls and then to set the spoon on the plate, lift the cup, and drink the remainder of the soup.

MEATS

Dinner Meats. In the dinner-management section we referred to the meat dishes which your mother prepares. We spoke of the length of time required for cooking. The hours and hours which are needed make it impossible for us to prepare roasts, stews, pot roasts, or braised pork chops in class. But we do have an opportunity to work with short-time cooking meats that are general favorites.

With the exception of chickens and turkeys, the meats which we eat come from animals that are too large to be cooked and served whole. Meat dealers or butchers divide large animals into pieces or "meat cuts." These cuts are of a size and shape to appear on the table as roasts, pot roasts, steaks, chops, stews.

National Livestock and Meat Board

SMALL CUBES OF TENDER LAMB, IMPALED UPON SKEWERS, ARE COOKED TO SAVORY DONENESS

Meat Cuts. Not all of the parts of any animal get equal amounts of exercise. For instance, you use your arms more often and more vigorously than you use your chest. Use develops and toughens muscles. Tough muscles make tough meat. Such meat has to be cooked differently from the more tender or less used parts of the animal.

The least used muscles are those lying in a sort of hollow along the backbone. In fact, these particular muscles are called tenderloins.

Next in order of tenderness are the parts of the animal which make steaks and chops. Chops come from the ribbed part. A rib of a beef animal is too big to be cooked as a chop and so we get a rib roast. Lamb chops, mutton chops, pork chops — but no beef chops.

Other parts of animals are roasted; for instance, leg of lamb, leg of veal, leg of pork, which is known as ham.

The butcher cuts slices from the gigantic leg of beef. He calls these slices by the name of round steak because the leg bone running through that slice is round.

The butcher may suggest that you serve this cut as Swiss steak, which requires long, slow cooking. For our class work we are more interested in two other forms in which the butcher offers it. We consider ground steak and cube steak.

Because there is little fat on round steak he often adds suet (solid fat of the beef animal) and grinds that with the meat

muscle. He may suggest adding ground veal or pork, which he will add, at your request, to beef. Then you have ground meat which gives you a different flavor from that of beef alone.

The butcher has a cutter which cuts the fibers of the meat but less thoroughly than is done when meat is ground. At the same time that the fibers are cut the piece is shaped into a rather thin round, say four inches in diameter. The result is cubed steak.

Characteristics of Good Meat. Your class study of meats is acquainting you with the many cuts available. You are learning what to look for in buying meats. For instance, color. Good beef is cherry red. Mutton is a dark red. Veal is rather pinky. Lamb is lighter in color than mutton. Pork is almost pink-white. You are learning that the outer fat of a cut of meat should be fresh looking: creamy color in beef, clear white in pork.

You are learning that the cut surface of the bones of young animals shows faint streaks of red. These streaks are not seen in the bones of older animals.

You are learning to avoid meat that looks slippery and that has dark and deep yellow-colored fat.

You are learning that it pays to make friends with your meat dealer. Then he will sell you the kind of meat which he has learned that your family likes. When you shop around for meat the new butcher, who does not know you, may sell you his less choice cuts because he is saving the best cuts for his customers who patronize him day in and day out.

Rules for Cooking Meats. These rules are based on its composition. Meat is largely protein. Protein is that food substance which is toughened by too great heat. The same thing was true of eggs, you recall. It is true also of cheese, another protein; and of fish protein, too.

Roasts require approximately twenty minutes' cooking time per pound. A good roast weighs at least six pounds. Figure how much time will be required to cook a roast.

Pot roasts and stews require approximately thirty minutes per pound. We seldom get less than four or five pounds for a pot

roast, or stew. You can see that the cooking time is longer than our laboratory periods allow.

Meats appear at breakfast and luncheon as well as dinner.

Breakfast Meats. Sausage, bacon, slices of ham, are the usual breakfast meats. Notice that they all belong in the pork family. We may use paper-thin slices of beef which have been cured and dried — chipped beef, this is frequently called. It is at its best when it has been cooked lightly or frizzled in a small amount of fat in a frying pan. Then a thin cream sauce is added and the mixture is served on toast.

National Livestock and Meat Board

BACON SLICED, BACON COOKING, BACON CRINKLY AND DRAINED, SHOW THE TRIP BACON TAKES FROM PACKAGE TO TABLE

Luncheon Meats. We use a cream sauce in many luncheon dishes. We may make a rice or macaroni ring which we fill with creamed meat before serving. We call salmon or tuna a luncheon "meat" even though salmon and tuna are fishes. We do this because when we talk about a dinner or a luncheon meat dish we are referring to that dish which is the important part of the main course.

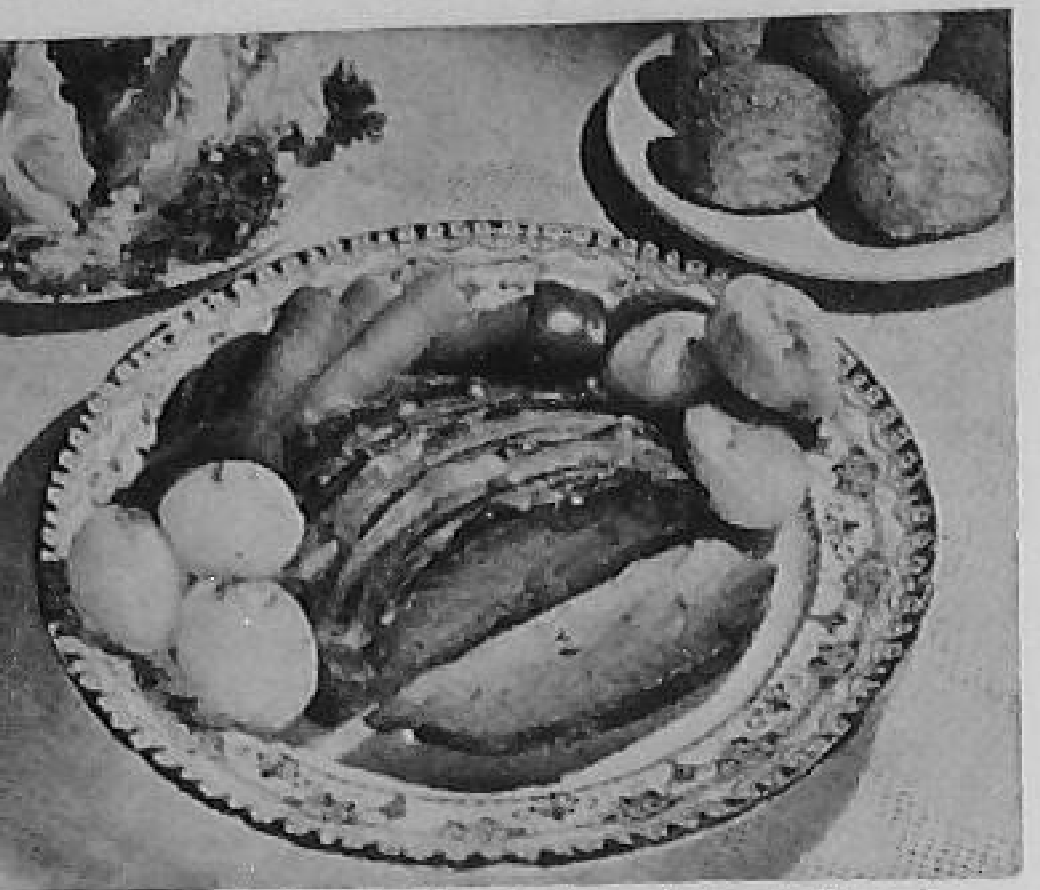
We shall make a salmon loaf. We shall combine tuna with noodles in a casserole dish. Squaw corn is a dish we plan to make. Among its ingredients are eggs and bacon as well as corn. The eggs and the lean part of the bacon put this dish in the protein class, as you can see.

Protein has a definite place in the day's menus.

Meat or Main Dish of Which You Can Be Proud

Good flavor.
Attractive appearance.
Not overcooked or hard.

Accompanied by a smooth, well-flavored gravy or sauce, unless a sauce is used with the vegetable served with the meat or the protein dish.



National Livestock and Meat Board

THE PLATTER HOLDS LIVER TOPPED WITH BACON AND SET OFF IN COLOR BY THE SILVERY ONIONS, ORANGE-COLORED CARROTS, PARSLEY POTATOES, SHINY GREEN PEPPER WEDGES

Meat contributes much: it adds zest to a bland meal, it offers appetite appeal, its aroma is enticing. From the nutritive point of view it is valuable, too. It is rich in iron; the known vitamins found in meat are grouped largely in the B complex, but research seems to be finding others in this most appetizing of foods.

PUPIL EXPERIENCES

1. If you had thirty minutes in which to prepare meat for a meal would you prepare (*a*) a stew; (*b*) an oven roast; (*c*) sautéed meat balls; or (*d*) a pot roast? Why? How long would the meats which you have not selected take to cook?

2. For a period of three days try to decide, without any help from your family, what meat (beef, veal, pork, or lamb) you are eating each day. Can you distinguish the taste of each easily? Can you identify the taste of chicken or turkey? If the blindfold test were applied and you could not see the different meats could you identify all kinds?

3. Have you noticed the purple stamp on the different cuts of meat? Arrange to have someone tell the class what this means. This report might be called "The Story of Another Kind of Government Stamp." Help for the report may be secured in *The New Home Economics Omnibus* by F. L. Harris and H. Huston, or *Junior Foods* by K. W. Kinyon and L. T. Hopkins.

4. Read the description of Farmer Van Tassel's barnyard animals in "The Legend of Sleepy Hollow" by Washington Irving. How many of these are mentioned? Into what delicious dishes did Ichabod Crane imagine these animals changed by a skillful cook during the coming winter?

5. Name four foods which are considered "sea foods." Which of these can you buy in (*a*) fresh, (*b*) canned, or (*c*) fresh-frozen form in your community? How many of these can you distinguish in appearance? Which of these is white, which pink, and which gray in color?

6. Read "Fishing for Tuna" by F. W. Rolt-Wheeler and "The Acrobat of the Sea" by C. F. Holder in *Real Life Stories — Tales of Courage,* by W. W. Theisen and S. A. Leonard. Stories about the salmon industry in *The Encyclopedia of Foods* by A. Ward or *The Story of Foods* by F. Crissey also will prove interesting.

7. What meat, from the internal organ of an animal, is to be found in your list of recipes? This meat is helpful in curing what disease? Find out from what animals this meat is available and how much it costs per pound.

VEGETABLES

How many vegetables do you recognize? Can you start with *A* for asparagus and go clear through the alphabet to *Z* for zucchini?

You may have to skip a few letters, but not many. *K* is usually a difficult letter, but you know kale. *Q* will go unclaimed, we fear. Try quizzing yourself or the class to see how complete an alphabet of vegetables you can name.

Because vegetables are of so many kinds it is difficult to lay down a general rule for cooking.

We list these achievements for your vegetable preparations:

Vegetable Servings of Which You Can Be Proud

Attractive in color.
Attractive in texture.
Good flavor.

Nature takes care of most of those requirements and gives us beautifully crisp and colorful raw vegetables. We have to take care lest we spoil her products when we cook them.

Purchasing. A boy or girl who has been brought up on a farm or who has spent summer vacations in the country has a wealth

of information about good vegetables. It is difficult to tell a city-bred person how to be a wise purchaser because so much of the advice given is based on the appearance and qualities of good fresh vegetables.

For instance, good vegetables are not misshapen, overlarge, or oversmall. But unless you have seen them growing you are not sure when a vegetable *is* misshapen or has its normal size and shape.

Good vegetables should not be overripe, should not look wilted, withered, or be dull in color.

Only experience and an eye which can carry color and appearance in mind from one time to another will make you a wise purchaser of vegetables. Work at it.

Care in the Home. Leafy vegetables and those with green pods or coverings should be stored in a cool place where their moisture will not be dried out. Cauliflower and summer squash belong in the above classes, too.

Root stock and solid vegetables like potatoes and onions need a cool, dry storage place.

VEGETABLES WHICH MAY BE EATEN RAW

These need to be washed well, drained well, cut or divided into pieces of a convenient size for eating.

The list of vegetables which are eaten raw has increased in the past few years. Offhand, we mention cauliflower, carrots, celery, all leafy greens — even spinach, turnips, rutabaga.

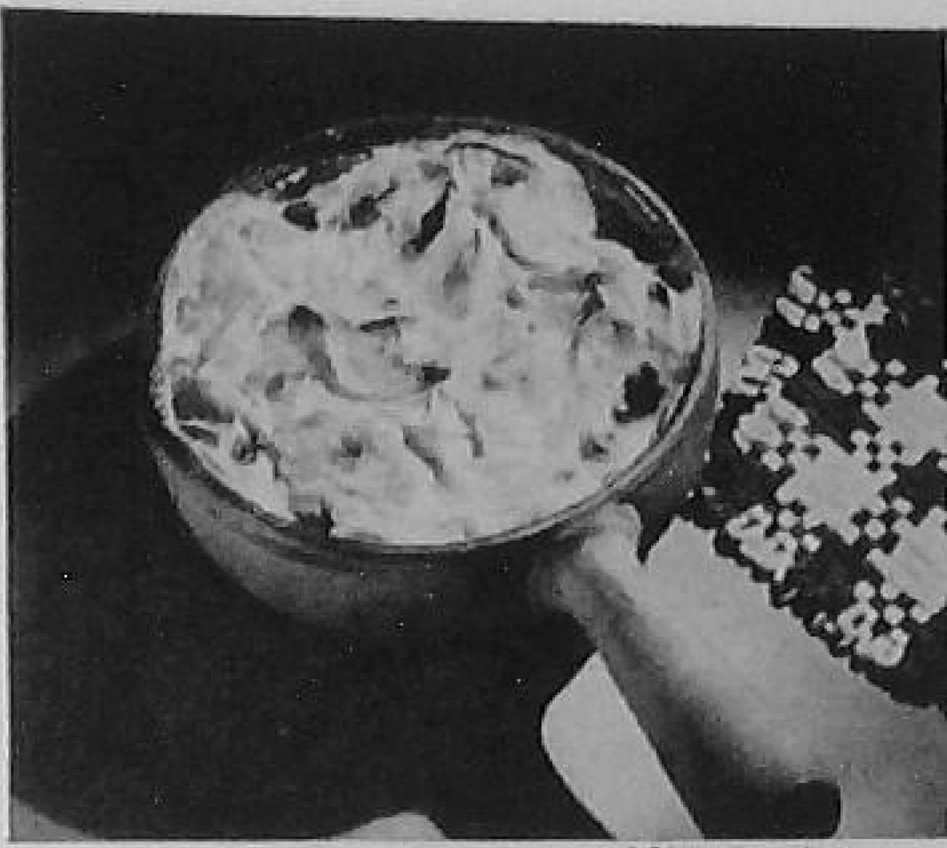
Rootstock vegetables, like carrots and turnips, are scraped or pared and then cut into slender strips or fancy small shapes. Their texture is hard; therefore do not cut them so thick that you bite into a large chunk.

Tomatoes are easier to eat when they have been peeled. The simplest way of loosening the skin calls for this method: Insert a fork into the tomato. Hold the tomato over a heated coil or open flame. Rotate the tomato to get the heat on all sides. Finally you

hear a little "plop." That means some moisture close to the skin has been changed to steam which has broken open the skin. Now the peeling or pulling off of the skin is easy.

Green leaf lettuce has more vitamins than bleached head lettuce. Always select the greenest leaves for vitamins.

The head lettuce leaves have a stubborn and solid backbone or midrib. It is best to break this before putting the lettuce on the plate. It is considered correct to cut the lettuce with a knife and fork when eating a salad, but the broken leaves make it easier to eat salad gracefully.



Irradiated Evaporated Milk Institute

EVERY MORSEL OF ESCALLOPED POTATOES WILL BE SCRAPED OUT OF THIS FRENCH POTTERY CASSEROLE

VEGETABLES WHICH ARE COOKED

Rootstock. In this class we put vegetables such as turnips, rutabagas or yellow turnips, parsnips, carrots, beets, oyster plant or salsify. Potatoes and onions are treated much like rootstock.

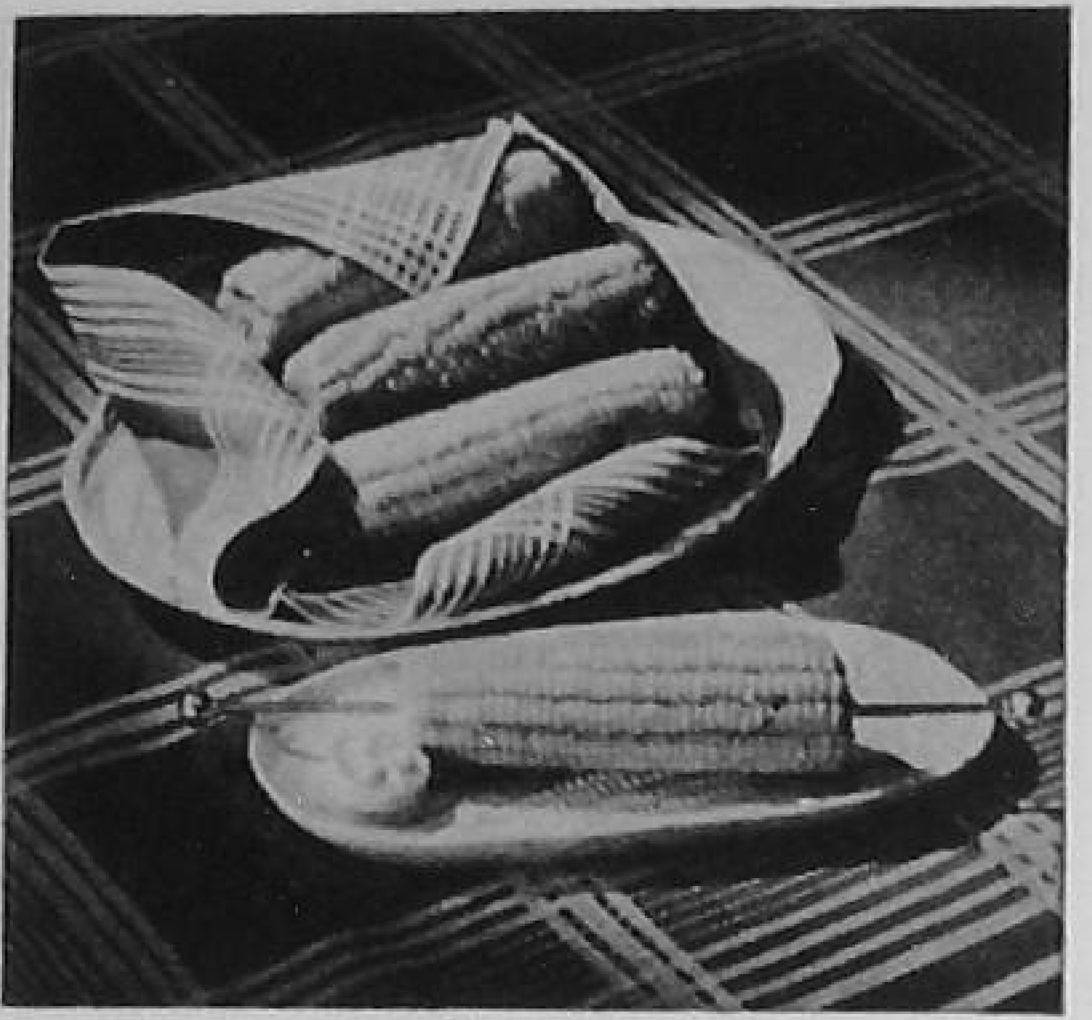
Mention has been made of the fact that we eat some of these vegetables raw. But many of us still like them cooked.

Potatoes, turnips, rutabagas, carrots, onions, may be baked. Wash them, and with the small amount of water still clinging to them put them into a casserole which is tightly covered. Set this in the oven, 325 degrees F. The flavor of the baked vegetables is much richer than it is when the vegetables have been cooked in boiling, salted water. The skins, which are left on at the start, may be eaten or they may be pulled or scraped off easily.

Rootstock may be boiled in salted water using the proportion of one teaspoon salt to one quart water. The vegetables which go into boiling, salted water may be left whole, cut into halves or cubes. Frequently vegetables like carrots and turnips are cooked whole, then hollowed and used as a carrier for another

vegetable in a contrasting color; say turnips with cooked green beans, or carrots with cooked green peas.

After root vegetables have been boiled they may be served with butter or with a thin cream sauce. They may be mashed and seasoned and enriched with butter. They may be drained and pan-fried or glazed in a mixture of butter and a small amount of sugar. Such vegetables are carrots and parsnips.



General Foods Corporation

THESE EARS OF CORN RIPENED IN LATE SUMMER AND WERE FROZEN A FEW MINUTES AFTER THEY WERE PICKED. THEY COME TO THE TABLE IN MIDWINTER, TASTING AND LOOKING LIKE FRESHLY PICKED CORN.

VEGETABLES REQUIRING OTHER METHODS OF COOKING

Squash. Squashes are as varied in shape and color as gourds. They range from the tiny patty pan or summer squash to the mammoth Hubbard squash.

The hard-shelled variety is usually cut into pieces, then baked or steamed or boiled. Oddly, boiling a Hubbard or acorn squash seems to improve the flavor and to make the vegetable drier than when it is baked or steamed.

Summer squash, if young enough, may be washed, cut into pieces, then cooked — skin, seeds, and all. This squash has little flavor and richness. Therefore we thicken it with a mixture of cream and flour, add butter and salt. Then the vegetable is delicious.

Sweet Corn. Sweet corn can be so good and it can be so tasteless! When the ears are picked while the kernels are still young and milky and the silk is not too dry and burned, and when the ears are stripped of husks and silk and put into boiling water within one-half hour after picking, and when the ears are cooked in the boiling water for not more than eight minutes, the result is corn at its best. It is so sweet and well flavored that it scarcely needs the addition of butter and salt. But most of us put these

on anyway. Try breaking the ear into halves and then holding one half with one hand while you eat the kernels. In this way you avoid planting both elbows on the table. Do not range up and down the ear as if you were playing a harmonica.

VEGETABLES WHICH REQUIRE SPECIAL CARE IN COOKING

Leafy Green or Yellow Vegetables. Here is where you need to watch the cooking. Most of us exhaust or tire out the perky green, orange, or ivory-white vegetables before we send them to the table.

In cooking these vegetables we need to use methods which will conserve or keep the minerals within the vegetables and we need to treat the vitamins which the vegetables contain with respect.

There are at least four methods used by careful cooks. Each one claims her method is best.

1. Cook rapidly in a pressure cooker.
2. Cook more slowly in a so-called "waterless" cooker.
3. Cook in a small amount of rapidly boiling water.
4. Cook in a large amount of water with the cover of the container taken off once the boiling has started.

We are not saying which method is best, because we are not sure that anyone knows. But these things we *do* know. The vegetables should be cooked only long enough to remove the raw, hard crunchiness; they should never be cooked with baking soda added to the water; they should be stirred very little while being cooked; if more water is put over them at the start than is used up or absorbed during the cooking this liquid should be saved and used in soups, gravies, sauces, or vegetable drinks.

After class discussion you may decide to use the small-quantity-of-water method because you will have so few opportunities to prepare dishes using left-over liquid.

Too long and too great an exposure of the vegetables to the oxygen in the air and to warmth and to cooking liquids is always to be avoided.

QUICK-FROZEN VEGETABLES

These products keep their color better than fresh vegetables, both during and after cooking. It is believed that if they are put into the boiling, salted water while they are still frozen hard there is less loss of vitamins than if they are allowed to defrost while standing in the kitchen.

General Foods Corporation

QUICK-FROZEN BROCCOLI IS QUICK-COOKING, TOO. THE HEADS ARE TENDER AND RETAIN THEIR NATURAL RICH GREEN COLOR

Companies that package quick-frozen vegetables are on the job continuously. First they select the men to raise the vegetables; they test the soil; sell the men the best seeds; watch their work in raising the vegetables; harvest these vegetables at the peak of their goodness and freeze them so quickly that the vegetables do not know what has happened to them. That is why the quick-frozen vegetables are so excellent.

CANNED VEGETABLES

The same care which the quick-frozen producers take with their vegetables is observed by the majority of the canners.

In addition they have applied scientific knowledge to the lacquering or coating of the inside of the can and to the methods of cooking the vegetables in the can after the air with its oxygen has been removed. As a result many canned vegetables are richer in vitamins than the home-cooked ones.

Since canned vegetables are cooked when purchased, their use in the home proceeds from that point. Canned vegetables may be reheated and served with butter and salt; may be dressed with cream or thin cream sauce; may be chilled and used in salads. Do not throw away the liquid in the can. When you are not using the entire contents of a can leave the unused vegetable in the opened can. Set this in the refrigerator.

DRIED VEGETABLES

Attempts have been made at various times to dry or dehydrate all types of vegetables. Few of these products have been accepted generally. The exceptions are dried beans of all types, dried peas, dried lentils.

In preparing these vegetables for cooking, they are washed, put to soak for ten or twelve hours in more than enough cold water to cover. They swell and absorb large quantities of water. You may find a few of the beans (especially) rising to the top of the water soon after it has been poured over them. These beans are wormy and should be taken out.

After soaking, the beans are cooked in various ways. Usually they are parboiled and then baked for hours and hours. Baked beans are a national dish. In early pioneer days the beans, after they were baked, were set away to freeze. A woodsman would hack off a chunk, carry it with him into the woods, and at meal time thaw the beans over an open fire. We are not so hardy, and eat our beans while they are still smoking hot within the baked-bean pot.

These baked dried vegetables are splendid fare for a person who is going to be out of doors on a cold winter day taking an active part in sports or games. Baked beans scarcely belong on the table of dainty Lydia Languish who sits around all day, nibbling a candy now and then. Try a split-pea soup with its smoky ham flavor. It tastes like more after three hours' skating on a crisp winter day.

A VEGETABLE BIN OF INFORMATION

The consumption of leafy green and yellow vegetables has increased in the United States within the past twenty years. Methods of transportation and of preserving them, either in cans or by quick freezing, are partly responsible. But the best of vegetables can be spoiled by wrong cooking.

And the best of uncooked vegetables in the markets are those

which are freshest and greenest — usually. Remember that vegetables lose perkiness and a portion of their vitamin content when they stand after being gathered. Get them young and treat them right.

Pride yourself on well-cooked, attractive vegetables, serve them often, eat plenty, and you are sure to stay on the road to health.

PUPIL EXPERIENCES

1. Select some vegetable with which your family is unfamiliar or which is seldom served. Learn to prepare this in some appetizing way. Did your family like it? Discuss your experience with other members of the class.

2. With what particular vegetable is the story of "Jack the Giant Killer" associated? Name the different kinds of this vegetable which can be purchased in the market. Bring samples of the different kinds to class. Why has this vegetable, in times past, been considered a necessary part of the rations of sailors, explorers, trappers, and lumberjacks? Information may be secured from *Foods America Gave the World*, Chapter XII, by A. H. Verrill.

3. Many years ago the ladies in England used the feathery green tops of carrots as a decoration for their hats. Mention other vegetables which were used formerly for purposes of decoration. What ones were thought poisonous and unfit for food? Read *Foods America Gave the World*, Chapters IV and V, by A. H. Verrill, or *We and the World* by W. C. Redfield.

4. Have your class plan and arrange a vegetable display for the school exhibit case. Suggestions for interesting and colorful groupings would be vegetables (*a*) arranged attractively as a centerpiece for the table, or (*b*) arranged according to families as: lily family — onions; gourd family — squash. Or arranged according to "native" Americans (coming from North or South America) and "immigrants" which have come to us from other countries. Helpful references are *We and the World* by W. C. Redfield, *What the World Eats* by H. H. Webster and A. R. Polkinghorne, and *Foods America Gave the World* by A. H. Verrill.

5. Visit a grocery store or market. Notice how many vegetables are on display. Ask your grocer whether they are all grown in your com-

munity and, if not, the places from which they come. Price some of these. Are some more expensive than others and why? Which ones are sold (*a*) by the pound; (*b*) by number; (*c*) by the head; and (*d*) by the stalk or bunch?

6. Did you know that race horses, as well as humans, are sometimes fussy about their foods? One of the famous race horses of history, Lou Dillon, used to be induced to eat her oats by mixing them with grated carrots. What do carrots supply which makes them a good food for either man or beast? Name some other yellow vegetables which are valuable for the same reason.

SOME MAY CALL IT BANANA BREAD, OTHERS BANANA LOAF CAKE, BUT ALL UNITE IN CALLING IT GOOD

7. Prepare a skit to be given by two or three members of the class to direct attention to the small number of vegetables available years ago and the large number in the markets today, as well as the contrast between the methods of cooking vegetables yesterday and today. Emphasis might be placed on such things as two-hour versus five-minute cabbage; the addition of baking soda versus modern methods of retaining color; dried vegetables versus fresh and quick-frozen ones.

QUICK BREADS AND HOT BREADS

With the reputation that Americans have for doing things in the quick and easy way, it is not to be wondered at that we have specialized in the making of muffins, biscuits, and fruity loaves enriched with marmalade, orange, or banana.

All of these products are well described by the name "quick breads" because they are leavened or lightened by the use of baking powder or by a combination of two ingredients that act like baking powder.

You have watched the attendant at the soda fountain press a lever which releases some invisible something which fills the ice-cream-soda liquid with a host of bubbles. That invisible something was carbon dioxide.

Do you recall an experiment in your science laboratory — the one in which you poured hydrochloric acid over marble chips? There was great activity and fizzing when the two met. You learned that the fizzing was due to the release of a gas called carbon dioxide.

Baking powder releases carbon dioxide, too. In the case of baking powder the ingredients are an acid powder and an alkali powder such as baking soda.

Mixed in with them is a little cornstarch which acts as a buffer to prevent the interaction of the acid and alkali which might take place if a small amount of moisture in the air seeped in when the baking powder was stored in the can.

When baking powder is put into a flour mixture to which has been added liquid, fizzing starts in earnest. It increases in action when the flour mixture is set in a warm oven.

As the carbon dioxide is released it pushes up the soft dough.

BAKING POWDER

Baking powders put out by different companies use different acid powders in combination with baking soda. A tartrate compound, a phosphate compound, and a combination of a phosphate compound with a sodium aluminum sulphate are the three best-known acids. The last one mentioned has earned the name "double-acting." That is because the phosphate compound reacts with the baking soda in the presence of moisture and the sodium aluminum sulphate reacts with baking soda in the presence of heat. Should you want to mix baking-powder biscuits before guests arrive, you might use this double-acting powder. These mixed and shaped biscuits should be set in a cold place until it is time to bake them.

Sometimes sour milk or molasses (which has an acid in it — sounds queer, doesn't it, when you think how sweet molasses tastes) may be used with baking soda. Carbon dioxide is released in quite the same way as if baking powder had been used.

Amounts of Leavening to Be Used

Use 1½ teaspoons baking powder for each cup of flour.
Use ½ teaspoon baking soda for each cup of sour milk.

FLOUR

How many kinds of wheat flour does your mother use? When you look on the shelves in the pantry you may see cake flour, pastry flour, all-purpose or "family" flour, bread flour, entire-wheat flour, graham flour, "enriched flour" and self-rising or flour mix.

You can guess your mother's use for cake and for pastry flours. The miller grinds winter wheat for these. That is, wheat which was sown in the fall and reaped in the early summer. Winter wheat is rich in starch and makes a flour called "soft" flour in some parts of the country.

Spring wheat makes "hard" flour. Spring wheat is sown in the spring and reaped in the late summer. It contains less starch and more proteins than winter wheat. Two of these proteins unite to form gluten. Gluten is gummy and tough. It stretches like gum. Bread which is raised by yeast should be made from spring wheat flour. Yeast takes longer to grow and to leaven than does baking powder. Yeast requires a sticky dough to hold in the carbon dioxide, which is slowly formed by the growing yeast.

When kitchens and pantries grew small and women baked less bread they found little use for barrels or half-barrel sacks of bread flour. But they did make rolls occasionally. They made hot breads and quick breads, too. They asked for a flour which could be used satisfactorily for both purposes. The millers brought out a blended or all-purpose or "family" flour. It contains a mixture of hard and soft flours.

Entire-wheat flour and graham flour contain the outer coats of the wheat grain. This material is known as bran and is discarded in the making of the flours already mentioned. Since

nutritionists have discovered the value of the wheat germ, millers are working on a method whereby the wheat germ may be kept in the flour with no danger of the germ's fatty substance becoming rancid when the flour stands.

"Enriched flour" is the newest flour on the market. It is wheat flour to which thiamine, niacin, riboflavin, iron (in amounts recommended by the National Research Council and its Nutrition Committee) have been added. Other vitamins and minerals may be included. Ask for "enriched flour" and then read the label to see just what has been added. Flavor of baked goods will certainly be improved and nutritive value will be greatly increased when this flour is used.

SHORTENING

For shortening in the quick breads we may use butter, margarine, lard, or the plastic fats. These snowy-white, semi-hard, semi-solid fats are made from vegetable oils. They are now being treated to prevent their becoming rancid. Treatment is being developed to protect lard in the same way.

LIQUID

Milk is the accepted liquid for quick breads. The recipes call, as a rule, for sweet milk. When a recipe calls for sour milk and you have none on hand, put one tablespoon of vinegar into each cup of sweet milk. Then follow the sour-milk recipe as given.

OTHER INGREDIENTS

Salt, sugar, eggs, spices, molasses, fruits (whole or in pieces), are used in various quick breads. Salt should always be present. Sugar varies from a small amount in muffins to a generous measure in cake. Eggs are used in muffins and cakes. Occasionally an egg is added to the baking-powder mixture when the biscuits are to be used for fresh strawberry shortcake.

PURCHASING INGREDIENTS

Baking Powder. Baking powder is sold in tins holding one-eighth, one-quarter, one-half, or one pound. Read the label to find out what ingredients are used in making the baking powder.

Flour. Cake flour is usually purchased in a sturdy paper box holding approximately 3 pounds.

Pastry flour comes in a 5-pound and in a 12¼-pound sack.

All-purpose flours come in these containers: barrel, 196 pounds; half-barrel sack, 98 pounds; quarter-barrel sack, 49 pounds; eighth-barrel sack, 24½ pounds; sixteenth-barrel sack, 12¼ pounds; paper sack, 5 pounds.

Entire-wheat flour is usually purchased in bulk and in comparatively small amounts, say 5 pounds.

Shortenings. Butter — bulk, roll, carton holding 4 quarter-pound prints.

Margarine — pound cartons.

Lard — bulk, tin pail, pound cartons.

Plastic fats — containers, cartons.

Milk. See milk, page 131.

STORAGE IN THE HOME

Baking Powder. Cover the can tightly, keep in a dry place.

Flour. A cool, dry place. Store in a metal or glass container, if possible, to avoid infestation with insect pests.

Shortenings. Butter, margarine, most lard, should be stored in a cool place; plastic fats, on the cupboard shelves.

Milk. See milk, page 132.

BATTERS AND DOUGHS

The thinnest mixture of flour and liquid which we use in cooking is called a pour or thin batter. The stiffest one is a dough.

The table on page 192 gives the proportion of flour and liquid but makes no mention of the other ingredients which are used in a given recipe.

Name	*Flour*	*Liquid*	*Product*
Pour batter	1 cup	1 cup	popovers, griddle cakes
Drop batter	1 cup	½ cup	drop biscuits, muffins
Soft dough	1 cup	⅓ cup	shaped baking-powder biscuits, bread dough
Stiff dough	1 cup	¼ cup or less	pastry

MIXING BISCUITS

Now we are ready to make baking-powder biscuits. We start with the dropped variety. Study the above table to check the proportion of liquid and flour. (The recipe is on page 335.) Then study the recipe for shaped baking-powder biscuits (page 335). Compare the proportions of liquid and flour.

Work carefully, quickly, and easily. The result will be biscuit as "light as a feather" or, putting it another way:

Baking-Powder Biscuits of Which You Can Be Proud

Good flavor.
Fairly even in size.
Evenly browned on the bottom.
Golden brown and crusty on top.
Inside (or crumb) fine and filled with small even holes.

STEP I. Assemble ingredients and utensils.

STEP II. Light the oven and set at required temperature.

STEP III. Flour settles when it stands. To insure a uniform amount it is necessary to weigh the flour (this is too seldom done) *or* to sift it. Measure the required amount. After sifting, other dry ingredients such as salt and baking powder are added. Sift the dry ingredients into the mixing bowl.

STEP IV. Now the shortening is worked in. This must be done quickly but definitely. A pastry blender, two knives, may be used. There should be no separate lumps of shortening — no matter how small — when the working-in is complete.

STEP V. The milk is added next. Make a well or depression in the flour. Pour in at least half the milk. Mix quickly. When all the milk seems absorbed, add the remainder of the milk. Give a

American Stove Co.

FOR BAKING-POWDER BISCUIT SELECT A BAKING SHEET THAT ALLOWS A MARGIN OF SPACE ON ALL SIDES BETWEEN IT AND THE SIDES OF THE OVEN

few general stirs. Do not mix and mix and mix. To do that means a heavy dough. Also you may develop gluten when you stir too long.

STEP VI. Brush the baking pan with a thin film of melted fat. Use fingers — around which you have wrapped a piece of parchment or paraffin paper — to spread the film of fat.

California Dried Fruit Research Institute

SEEDLESS RAISINS POP IN AND OUT OF THE MUFFINS. AND YOU POP THE MUFFINS IN YOUR MOUTH WITH PLEASURE

STEP VII. We are ready to drop the biscuits. Scrape the bowl of the mixing spoon first. Then dip it into the batter, take up an even bowlful. Drop the dough onto the baking sheet. Repeat, keeping the biscuits far enough apart to prevent their running into one another when the dough spreads as it will in baking.

STEP VIII. Set on rack in preheated oven and bake the required time.

STEP IX. Remove from oven. Put biscuits on serving plate.

MIXING MUFFINS

The more easily you work with muffins the better they will be. True, you must be exact in measurements; fairly exact in amounts of batter for each muffin; exact in setting the baking temperature. But easy and quick mixing are aids in giving you good-looking muffins.

Muffins of Which You Can Be Proud

Good flavor.
Rounded top.
Smooth, unbroken sides, no overhanging edges.
Even brown on bottom.
Golden brown on top.
Even small holes throughout the inside or crumb.
No tunnels.

STEP I. Assemble ingredients, utensils.

STEP II. Light oven burner and set regulator to required degree.

STEP III. Measure shortening. Put it in a muffin well. Set pan in oven.

STEP IV. Select all-purpose flour. Sift some. Then measure the required amount. Measure and add the salt, baking powder, and sugar. (Do not make muffins too sweet. Remember they are not meant to be cakes.) Add to the flour and sift again.

STEP V. Beat the egg in a small bowl. Add the milk. Beat or stir the two together to wash the egg away from the sides of the bowl.

STEP VI. Add the milk-egg mixture to the dry ingredients. Stir only long enough to blend the mixtures. Never mind a few lumps. Better to have lumps now than to have tunnels after baking. A tunneled muffin is apt to have a smooth, slippery, and tough-looking top. It will be humped in shape. Inside and outside it is unsatisfactory.

STEP VII. Add the melted fat. Stir in quickly.

STEP VIII. Grease inside bottom of each muffin well.

STEP IX. Scrape the bowl of the mixing spoon. Dip it into batter and fill each muffin pan two-thirds full. Wipe off any drops of batter which fall on the inside, upper part, or on the frame of the muffin pans. These small bits will bake and burn before the muffins are done.

STEP X. Set on rack in a preheated oven and bake the required time. Remove from oven.

STEP XI. Run a knife blade around the edges of the muffins to separate them from the pan. Place the muffins on a cooling rack which is set high enough above the table surface to let the air circulate.

STEP XII. Serve the muffins. You need not be surprised at the pleased comments, especially when there is golden butter and plenty of your mother's red-raspberry jam on the table.

We have been talking about quick breads. But the title on page 187 read "Quick Breads and Hot Breads." Why hot? Eat them as soon as they come from the oven.

PUPIL EXPERIENCES

1. If "Little Tommy Tucker" had lived in the Middle Ages he would have had to belong to the nobility in order to get white bread for his supper. The poorer people at that time had only dark, coarse breads to eat. Are dark breads considered inferior today? What do they supply to the diet which white breads do not? Suggest some quick breads which can be made, using the coarser flours such as whole wheat, corn meal, bran, and rye. Look over the recipes in your book or read *Foods: Their Nutritive, Economic, and Social Values* by F. L. Harris and R. A. Henderson.

2. What quick bread (*a*) is hollow on the inside (if properly made); (*b*) has to be dipped out with a spoon and eaten with a fork; (*c*) gets its name from the fact that it used to be taken on journeys; (*d*) has corrugations or little "ups and downs" on either side which are made with a special iron? Consult *It's Fun to Cook* by L. Maltby.

3. After preparing muffins at school try an experiment at home to see how quickly you can assemble and mix the ingredients for breakfast some Saturday morning. The preparation can be speeded up by mixing dry ingredients and measuring such foods as butter and milk the night before. After making these preparations, time yourself in the morning and see how quickly you can get your muffins into the oven. Compare your time with that of others in the class.

4. It has been said that "bread is one of the foods which takes no holiday and knows no seasonal change." Keep a record of the number of slices of bread that you eat (*a*) in one day; (*b*) in one week. How much of this was quick bread in some form? Find out how much bread your family eats in one week. Ask your mother if the amount varies at different times of the year.

5. Observe a demonstration given by your teacher showing the reaction of different substances such as sour milk, buttermilk, molasses, orange and lemon juice, with soda. Test these substances, first, with pink and blue litmus paper. What changes take place? Note amount of bubbles produced when hot and cold water are added to different baking powders.

6. Arrange a display of different tins used when baking quick breads, particularly muffins. Compare these as to materials used, weights of materials, shape, and ease of cleaning.

7. The last few times that Mrs. Allen has made muffins she has called in her son, Jim, to beat them vigorously, as she says he can do a more thorough job than she can. Lately Mrs. Allen has been disappointed in the muffins. Their texture is poor and they contain many "tunnels." She claims that she uses the same recipe as formerly and is careful in baking them. Can you account for the difficulty that she is having with her muffins?

CAKES

Say "cake" and what comes to mind? Cunning little cup cakes, squares of cake frosted with a creamy icing, large pieces of sponge cake or of angel food.

Much as we like angel food and sponge cake, we shall have to forego the pleasure of making them in this class since the preparation and baking time for both of them is longer than we can give.

We shall be making two kinds of gingerbread, also one small loaf cake and cup cakes.

The cake recipes which are given in this book have been selected because they represent various ways of mixing cake. Five methods are discussed.

Take the prepared gingerbread "mix" for instance. When you follow directions you find that a liquid is added to the dry ingredients. That's all there is to it. "Easy as pie," did you say? Let's change it to "easy as cake."

The second method is used in the spicy loaf cake. Here the shortening is soft. All the other ingredients are at room temperature. They are put, one after another, into the mixing bowl. The whole mass is stirred for three minutes by the clock and lo, the cake is mixed! That method is easy, too.

The third method is used in making the gingerbread (the recipe for which is on page 290). The method runs like this: cream shortening, add sweetening, and cream again; add slightly beaten eggs, cream again; add dry ingredients, mix lightly. That's an easy method.

The method of cake mixing which your mother uses or did use before she owned an electric cake mixer goes like this: cream shortening; add sugar, cream again; add beaten egg yolk, cream again; sift dry ingredients, add alternately with liquid to first mixture; fold in stiffly beaten egg whites; add flavoring.

The fifth method — sometimes called "one bowl" method — is new but so generally satisfactory, easy and quick that it may soon be the accepted method.

Flour mills which make cake flour and manufacturers of hydrogenated vegetable oil shortenings pioneered in this method.

A Basic Rule for Mixing One Bowl Cakes

Two general rules must be followed: First, have all the ingredients at room temperature; second, use only those recipes which have been worked out for this method. Hydrogenated fats possess the ability to combine with large amounts of sugar in such a way that the cake is more tender, the crumb or interior is more velvety while the cake itself stays fresh longer than when the old-time ingredients and methods were used.

When you read over this method note the small amount of mixing required; note, too, the few utensils used. This means fewer dishes to wash. You need one mixing bowl, one mixing spoon, measuring cup, teaspoon and a flour sifter.

Here Is the Method Worked Out Step by Step

STEP I. Light oven. Set regulator to 350° F.

STEP II. Rub a film of fat (use vegetable oil shortening) over the inside bottom of the cake pans.

STEP III. Sift and then measure 2 cups cake flour

STEP IV. Add . . . . 1 teaspoon salt
1⅓ cup granulated sugar
4½ teaspoons tartrate baking powder *or*
3 teaspoons of other kind of baking powder

STEP V. Sift these into good-size mixing bowl.

STEP VI. Add . . . . ½ cup vegetable shortening

STEP VII. Add . . . . ⅔ cup milk
1 teaspoon vanilla

STEP VIII. Beat well, use 200 strokes if beating by hand, or beat 2 minutes at low to medium speed in electric beater.
Scrape sides of bowl and spoon.

STEP IX. Add . . . . 2 eggs, unbeaten
Beat mixture until well mixed.
Add . . . . ⅓ cup milk
Beat again.
If using electric beater, add eggs and milk at the same time, beat for 2 minutes.

STEP X. Pour batter into cake pans, dividing the amount evenly. Set pans on rack in pre-heated oven and bake for 30 to 35 minutes. Remove from oven. After a few minutes' cooling, loosen side of the cake from the pans, invert pans on cake cooler. Lift pans off.
The total mixing time in an electric beater is approximately 4 minutes; when the batter is mixed by hand the number of strokes is approximately 400. A stroke means "once around the bowl with the spoon in a beating stirring motion."

A CAKE PLATE OF INFORMATION

Falls and Failures. If the oven is too hot at the start, the cake will crust over and then when the action inside the cake continues, the rising batter has to break through the too quickly formed crust.

Cakes fall when they are too rich; when balance of baking powder with other ingredients is wrong; when they are taken from the oven before being completely baked.

Temperature. You get better cake if all the ingredients are at the same temperature when you start mixing them. The tempera-

ture which is recommended is room temperature because the shortening will be soft and easily mixed or creamed.

Go Easy on Stirring. Don't overbeat or overstir the batter once you have added the flour. When you do that, you get a cake with

Westinghouse

OVENS SHOULD BE LARGE ENOUGH TO HOLD FOUR LAYER-CAKE PANS AT ONE TIME. BE SURE THAT PANS ARE NOT SET DIRECTLY ABOVE ONE ANOTHER

tunnels. Remember the same caution in the mixing of muffins. Check on the amount of beating.

Tests for Doneness. Cake separates from sides of pan; when surface of cakes is pressed down with finger the cake springs back; when a cake tester, which may be a special straw or a thin metal point, is inserted and pulled out there is no unbaked batter clinging to it; when the cakes are lifted to the ear there is no singing sound.

Cakes of Which You Can Be Proud

Good flavor.
Even brown on bottom.
Golden brown on top.
Top slightly rounded, no breaks on top or sides.
Crumb good color.
Crumb fine, even grain texture.
Proportion of cake pleasing — not too high for size.
Icing easy to eat and of good flavor.

PUPIL EXPERIENCES

1. Read "A New Departure in Flavorings," Chapter XXI in *Anne of Green Gables* by L. M. Montgomery. Discuss Anne's experience in making a cake for the minister's wife. What special care in cooking does this story bring out?

2. Discuss the kinds of birthday cakes you have in your family. In what attractive ways are these decorated? Certain families allow the different members who have birthdays to select their favorite cake for this celebration. Do you enjoy this privilege?

3. Find out from the following questions how many cakes you know. Be prepared to give a description or the important ingredients of each.

a. What cake gets its name because it is inverted?

b. What cake gets its name from an evil spirit?

c. What cake gets its name from a porous substance used for cleaning purposes?

d. What cake gets its name from a highly polished stone which comes in different colors?

e. What cake gets its name from a heavenly messenger?

f. What cake gets its name from the part of a plant or tree which contains the seeds?

g. What cake gets its name from the use of combined seasonings which come from faraway tropical countries? Consult the cake section of any good cookbook for your answers.

4. What cakes are traditionally served for Christmas and for weddings? How do the two cakes served at weddings usually differ?

CRUMB–CRUST PIE

Simple Simon wanted to buy a pie for a penny. Do you suppose he was so simple that he thought pies were worth as little as that? Don't you suppose he knew that it takes skill to make pies? That sentence should have read, "Don't you suppose that he knew that it *took* skill to make pies" because one type of modern pie which is made with a crumb crust is easy as can be — takes just about a penny's worth of effort.

We are not going into any discussion of the making of flaky, tender piecrust. We shall leave that for a later day or an older person. We are concerned with a crust which cannot help but be tender. This is how we make it:

Crumbs of crackers, of zwieback, or of ready-to-eat cereals are mixed with a small amount of sugar and some softened butter. Count on the general proportions of one cup of crumbs to one-eighth cup of sugar and one-quarter cup of butter. Line the pie plate with this mixture. Pat it down evenly and well.

So far so good, and so easy. But what is going to make the mixture hold together? Why doesn't it stay just crumbs? It frequently does, unfortunately. To prevent that happening, we may do certain things: First, we may bake the pie shell for a short time. The heat does a certain amount of welding or fusing of butter, sugar, and crumbs. The resulting crust is brittle and will not stand much strain or handling. Second, we may chill the shell, and after it is thoroughly chilled we may add a cold filling. All of this coldness hardens the butter and stiffens the shell

somewhat. But it will not stand much strain or handling. Third, the filling which we put in may be slightly wet so that its moisture will be absorbed by the crumbs. As a result they will stick together but still the crust will not stand too much handling.

Kellogg Co.

FINELY CRUMBED READY-TO-EAT CEREAL WELL MIXED WITH SOFT BUTTER AND SUGAR MAKES EASILY DIGESTIBLE "CRUST" FOR THIS MAGIC LEMON CREAM PIE

The usual fillings for this kind of piecrust are those known as "chiffon" fillings. A mixture — for instance the orange filling which we are going to use — is thickened with gelatin. When the filling is in a well-thickened state, it is beaten until it is light. Stiffly beaten egg whites are folded in until the mixture is as airy and fairy-like as chiffon. That light, airy filling is very kind to the fragile crust.

Baking or chilling the crust and adding a filling which is moist and airy-fairy light make for success.

Two more cautions: Keep the pie well chilled until it is to be served. Use a broad-bladed pie server or pancake turner to slip under a piece once it has been cut. Then the transfer of the individual servings from the whole pie in the pie plate to the individual plate is fairly safe.

PUPIL EXPERIENCES

1. If you wanted to serve six persons with moderate-sized pieces of pie in what size (diameter) pie plate should the pie be baked? Display pie plates of three different materials or types. Has one any advantage over the others? Which one does your mother use? Can you find out why?

2. Ask an older cook, of your grandmother's generation, how long she has known about crumb piecrust and "chiffon fillings." Find out whether she prefers these to regular pies. Ask your father if men usually like these as well as the other types of pie.

3. Look over recipes for "chiffon" pie fillings in a recent cookbook. Do these differ very much in basic ingredients and methods of preparation? See *Pies A-Plenty* by F. L. Harris.

Irradiated Evaporated Milk Institute

BONBONS LIKE THESE REQUIRE NO COOKING. IT IS THE MAGIC IN THE SWEETENED CONDENSED-MILK BASE THAT TURNS THE TRICK

CANDIES

Few Americans have to be coaxed to eat candy. We top the world in the amount, per person, of candy we consume. Our energy, our active sports, may be responsible. We need to refurnish our bodies with fuel and energy. Sugar — which is the largest part of most candies — furnishes an easy, cheap, and quick fuel.

Commercial candy makers do an excellent job of making candy, especially the dipped and shaped varieties.

However, there are certain kinds which we can make and of which we can be proud. We can melt chocolate and pour it over small clusters of ready-to-eat cereal grains, or nut meats, or Sultana raisins. We can prepare a honey and sirup mixture to pour over these grains, too. We can do things with dried fruits. We can coat apples with a clear, shiny red candy coat.

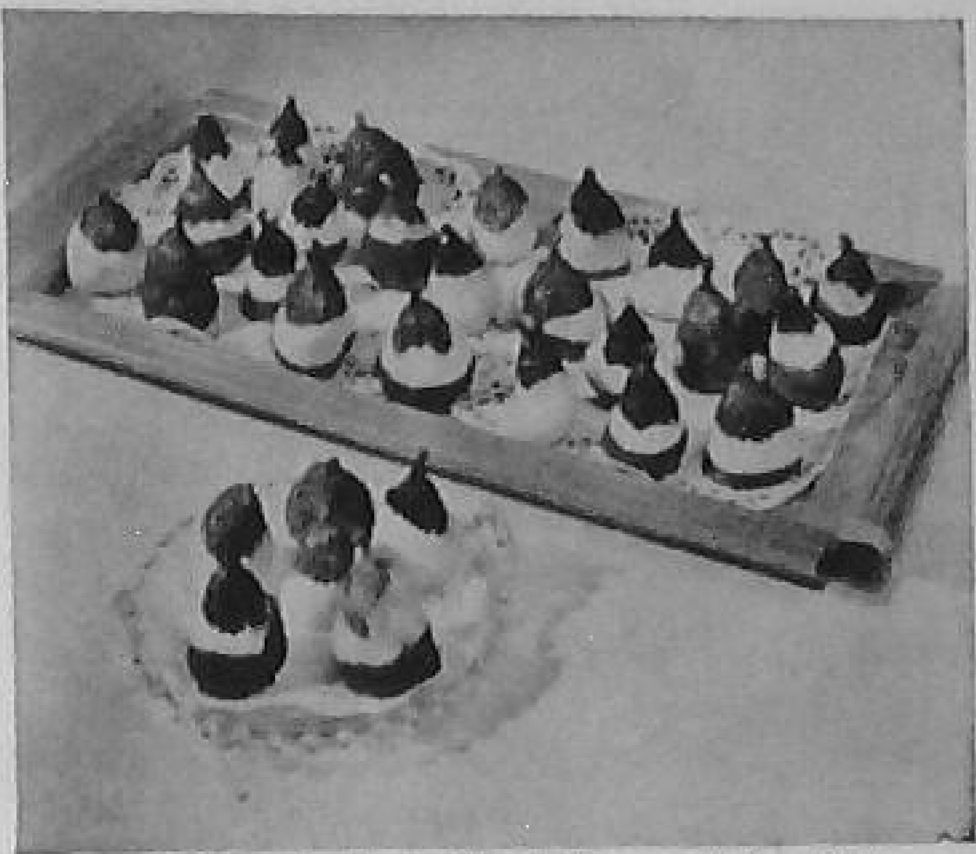
Candies of Which You Can Be Proud

Pieces of uniform size.
Not too large.
Even in color.
Good flavor.
Not too sweet.

Chocolate ting-a-lings are a sweet which is a cross between a cookie and candy. Chocolate is melted, mixed with the other ingredients. The mixture is dropped and shaped. These individual

rounds are chilled before serving. Light brown spots may appear in any chocolate, if drops of water happen to fall into it while it is being melted. Avoid doing that. Better use the upper part of the double boiler.

Try a few grains of cinnamon or salt or ginger in with the chocolate. You will find the flavor is improved.



California Dried Fruit Research Institute

PLUMP FIGS TAKE ON A GOURD-LIKE LOOK WHEN IMMERSED UP TO THEIR MIDDLES IN SNOWY FONDANT OR MELTED CHOCOLATE

STUFFED DRIED FRUITS

These candies have a pleasing tartness. Several color schemes are possible. Black and golden brown are the colors seen when prunes and apricots are used together; brown and white, when apricots and marshmallows are combined; black and white, when prunes and marshmallows are combined. Peanut butter and dates are excellent. Prunes stuffed with raisins which, in turn, have a small nut meat inserted in them are good, too.

Instead of stuffing individual dried fruits you may grind them fine, mix them with a small amount of honey or ginger sirup, pat into a sheet, and cut in small shapes. Or roll into small balls. Roll the shapes or the balls in powdered sugar to which you have added a small amount of powdered ginger.

GLACÉ COATED FRUITS, NUTS, AND CEREALS

You may pretend the first word is pronounced as if it were spelled "glassy." That is not quite the right pronunciation but it does describe the results.

Glacé Apples. A sirup cooked to the proper degree is colored a brilliant red. Insert wooden skewers into the stem ends of apples which have been washed, wiped, and polished. These apples are then dipped into the hot sirup, coated, lifted, twirled, and stood up to harden.

Water or moisture is fatal to a glassy surface. Therefore you want to be sure the apple has an unbroken skin which has been wiped as dry as dry can be. You need to make the glacé coating on a sunshiny day when the air is dry. A moist or damp air ruins the coating.

Better eat the candied apple the day you make it, too.

Glacé Nuts and Cereals. A cooked sirup may be poured over ready-to-eat cereal. Nuts and raisins may be added before the mixture is shaped into balls. If the mixture is made in sheet form it is best to mark it off in squares before the candy becomes cold.

PUPIL EXPERIENCES

1. Sugar is made from a sirup or juice of (*a*) a tree; (*b*) a root; and (*c*) a plant stalk. Can you identify these? Which of these sugars has the most distinctive taste? Which kinds are most frequently used in making candies?

2. Take a trip through a candy factory or visit a store which specializes in selling candy. What kinds of candy do you see which you would not attempt to make at home? Why? Find out which kinds are most expensive when sold and the reason for this. Ask if the factory or store specializes in any particular kind of candy.

3. Find out more about buying candy by reading the chapter "Candy — How to Choose It" in *Johnny Get Your Money's Worth* by R. Brindze. Discuss the things which you will be more careful to observe the next time you buy candy.

4. What war and what famous general helped to promote and develop the beet sugar industry? You will find some interesting information on this in several books, among which are *The Story of Sugar* by S. W. Bassett, *The Encyclopedia of Foods* by A. Ward (beet sugar), and *The Story Book of Foods from the Field* by M. and M. Petersham.

5. Assemble candy bars of the same kind ranging from three-eighths ounce to seven ounces in weight. Secure cost of each. Figure cost of each per ounce and per pound. Notice how this varies. Which size bar proves to be your cheapest and your most expensive buy for the amount you receive?

LET'S EAT

There is small doubt about it. You *do* like your meals; and you *do* like to eat.

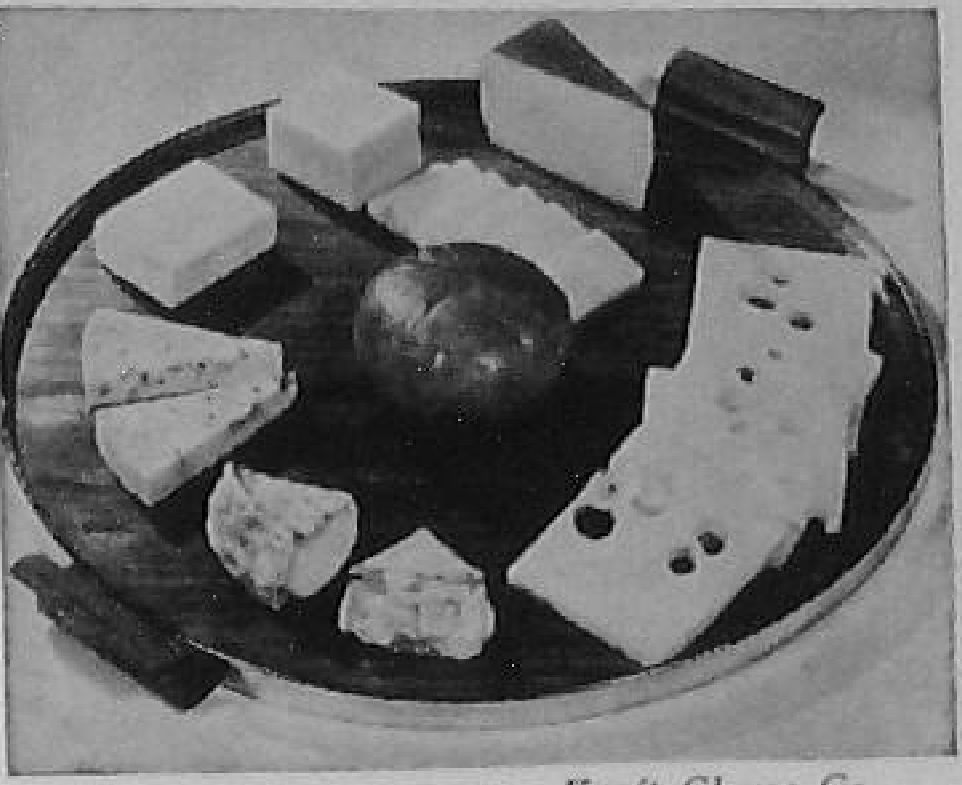
You were enthusiastic about party refreshments. You were sure that breakfast was the nicest meal of all. But then you found yourself liking luncheon just as much; your praise of dinner equaled that which you gave to any other meal. Yes, you *do* like to eat.

Which is quite as it should be.

How much you have to thank your mother for. She puts before you the foods which your body needs to keep you well nourished, full of fun, full of life, and full of good nature.

Food which is well selected, properly cooked, attractively served, and eaten by you with gusto makes you a person whom other people like to know.

All hail the power of food!



Kraft Cheese Co.

MANY PEOPLE ENJOY CRACKERS, CHEESE, AND FRESH FRUIT LIKE A PEAR OR AN APPLE AS THE PERFECT ENDING OF A DINNER. HOW MANY VARIETIES OF CHEESE DO YOU RECOGNIZE IN THIS ATTRACTIVE CHEESE TRAY?

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Unit VIII. Holidays and Holy Days

AROUND THE CALENDAR

"If a pilgrim child ran a race on Leyden Street or made a cornhusk doll at the harvest season so great a sin met with stern reprimand." This was in 1630.

How times have changed. Today whole books are written on the subject of play. Courses on recreation, games, and group play are given in universities and colleges. We are told that play rests our bodies, gives us something new to think about, and brings us back refreshed and ready to work.

Holidays give us a chance to play — play with the family and play with our friends.

In the United States we have many holidays because this country has been settled by emigrants from many lands who brought with them their traditional native feasts and religious fast days. Many of these holy- and holi-days have been adopted here. Then, too, some holidays have originated in our own country. As a result the total number of days which we celebrate in one way and another is large.

HALLOWEEN

All Saints' Day is observed on November 1. The eve before this church day was known formerly as Hallowed Eve. Hence the name and the date, October 31.

This celebration originated in Scotland where witches and hobgoblins sailed through the air and ghosts haunted doers of

evil. It has been accepted wholeheartedly by young folks of at least two ages in this country. First, the young folks who are much interested in their romantic future. Counting seeds in an apple core; looking in mirrors held over the left shoulder to see

Angelus-Campfire Co.

THE WITCH RIDES HIGH ON HALLOWEEN

HOW TO MAKE A WITCH: *Cut a moon out of stiff cardboard and place marshmallows around it. Secure marshmallows with dampened toothpicks. Dress witch in black crêpe paper cape. Add spookiness to face by using a blanched almond for the nose, first making slit in her face with the wet scissors. Pull out lower edge of marshmallow for chin; use cloves for eyes.*

HOW TO MAKE A SPOOK: *Insert damp toothpicks in white jelly strings for legs; shape feet, and allow the toothpicks to protrude and stick into the two marshmallows used as a base. Stick the upper part of the toothpicks into the body, made of a marshmallow. Then insert a three-inch piece of pipe cleaner into the body and bend for arms. Make hands by shaping small white gumdrops to represent fingers. Pinch the dry marshmallow to represent a skull. Attach head to body with half a wet toothpick and mark the face with a toothpick dipped in melted chocolate.*

the dim reflection of one's future mate; paring apples and throwing the paring to the floor where it assumes, oh but certainly! the initial of the future mate; sailing walnut shells; naming walnut shells before sailing them; naming chestnuts before putting them on the hearth to roast and watching to see which one pops first; dropping molten lead into cold water and watching breathlessly to see which shape gives a hint of the occupation of one's future mate — these and many more signs foretell the future. Successful parties become mysterious, weird, bloodcurdling in their unexpected developments. More thrills, more shrieks, more scares, more yells.

The other group that welcome Halloween is made up of young folks of your age who get their fun out of doors. Here is a chance to dress in weird costumes, to frighten passers-by, to beg for food (even though you are more than well fed). These pranks are accepted good-naturedly. Not so appreciated is the marking of windows and automobiles with soap or paraffin. These markings are really destructive of property.

Books in the library are filled with games, stunts, ghost stories, suitable for Halloween. Popping corn, pulling taffy, coating apples with hot spicy candy glacé, carving pumpkins into grotesque faces, drinking cider, enjoying hot sugary doughnuts, eating pumpkin pie — these are accepted as a part of Halloween.

Halloween is something of a rough-and-tumble affair for boys and girls in their teens, a romantic interlude for young folks in their early twenties, and an occasion to be lived through by the older, more sedate folks.

THANKSGIVING

Giving thanks for a bountiful harvest has long been customary in Europe. The time is late summer or early autumn. In the United States we render thanks in November. Our day is supposed to commemorate the peace treaty with the Indians as well as the feast at which the Pilgrims who had managed to live through that first terrible year rendered their thanks to God.

Thanksgiving is, first and foremost, a family gathering day. From city and farm, from town and country, the family gathers under grandmother's roof. There they sit down to a feast, there the older members talk about childhood days. The young generation fidget and fuss; what family reminiscences can possibly be as important as the outcome of the football game, or so entertaining as a new movie, or so satisfying as a get-together with the younger crowd?

The grownups in most families understand these impatiences and pardon them. They smile among themselves as the lilt comes to a young person's voice when the telephone or doorbell rings. They understand. They, too, were young once.

They understand and share, too, your enjoyment of turkey, cranberry sauce, and all the "fixings." You ought to be glad that your mother and grandmother never change the menu. Why, Thanksgiving wouldn't be Thanksgiving for any of you if the roast turkey did not come in on the big, old turkey platter that grandma has used ever since she was married.

In the 1940's we have better foods than were served on that first Thanksgiving Day. Tradition says that the table should be set in a home. Tradition says that the table should be covered with a white damask cloth and that the centerpiece should be of chrysanthemums with their autumn tang, or of fruits of many kinds.

Grace should be said. It need not be long, for anticipation is eager and hunger is great, but said it should be. Grace and thanksgiving to God for freedom, family and friends, and food. We are *so* rich here in the United States. We have so much that no other country in the world now possesses.

After grace has been said come roast turkey, — both white and dark meat, savory herb-flavored stuffing, giblet gravy, white potatoes mashed to a frothy foam, candied sweet potatoes, mashed turnips with their earthy flavor, buttered onion globes, cranberry sauce rich and ruby red, cole slaw, mustard pickles, brown bread, butter, and homemade jam. And then — pumpkin

pie, smooth and suave as satin. No extra flummery like whipped cream for the pie on this day.

Such is the traditional Thanksgiving feast. Add oyster stew, substitute rutabagas for white turnips, add chicken pie if you will, but there is the meal so good, so traditional, that it seems foolish to make it modern or streamlined.

Procter and Gamble

THIS CHRISTMAS TREE MIGHT HAVE COME FROM NEVER-NEVER LAND, WITH ITS COOKIE TRIMMINGS AS FRUIT

We should remember, though, the first Thanksgiving Day. It was more than a day of feasting. If we celebrate the day in its true sense it is not so much a matter of food on the table as it is Thanksgiving in our hearts for the blessings we enjoy.

After dinner comes a brisk walk out of doors, possibly some games.

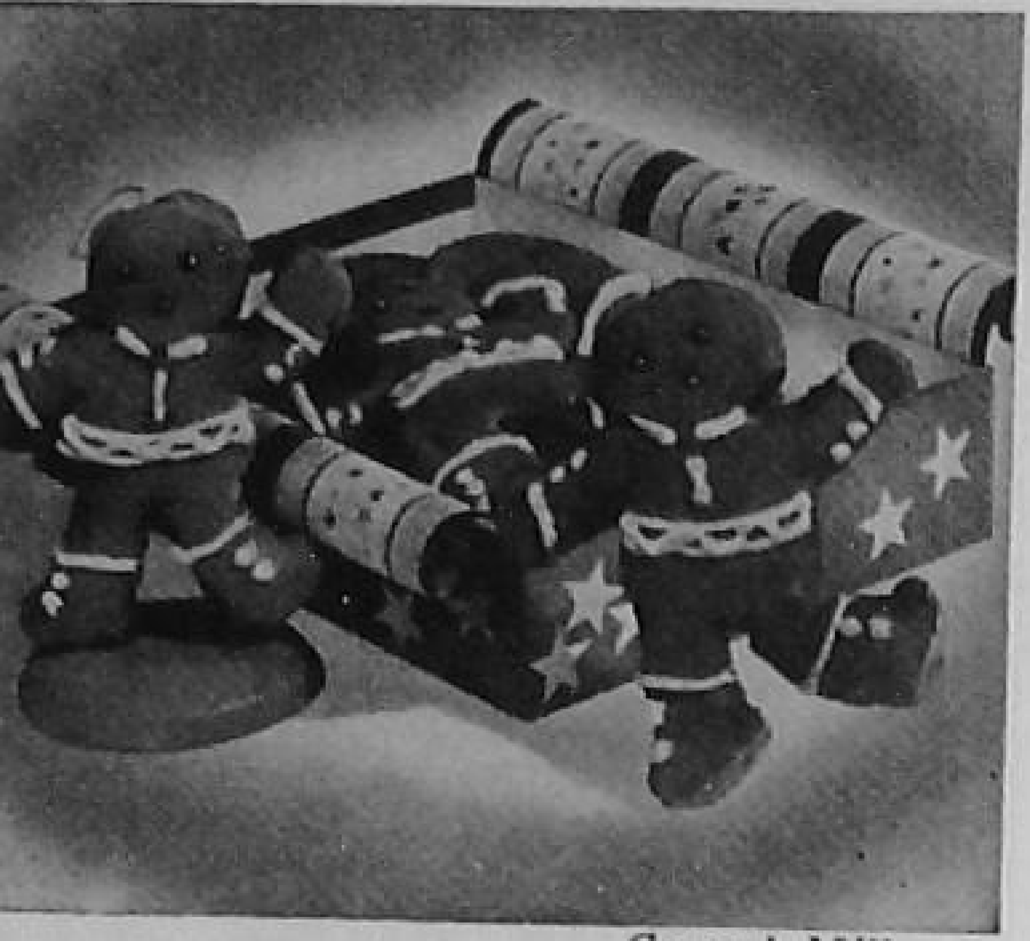
On Thanksgiving Day family differences are forgotten. As the host and hostess stand in the lighted and open doorway bidding good-by to the departing families there has come to an end another Thanksgiving Day which has bound the family more closely together in thankfulness.

CHRISTMAS

Christmas, Christmas everywhere! No, not everywhere — not during World War II. In too many European countries Christmas could not be celebrated, or when it was, the day was filled with aching sadness for the times and the families that were gone.

But here in the United States we trim trees, we hang stockings from mantelshelves, we hide rustling packages in dresser drawers and under beds, we spend our hard-earned money on presents for the family and friends. We string cranberries and snowy-white popped corn to make garlands for the Christmas tree. We

pour barley sirup into molds for shiny candy animals and toys to decorate the tree. We make paper chains of silver and gold. There is something satisfying in putting a few homemade decorations on a family Christmas tree.



General Mills

THESE GINGERBREAD BOYS ARE GOING TO TAKE A TRIP FOR CHRISTMAS

We say to ourselves, "It is more blessed to give than to receive," but we hope that other people besides ourselves will be blessed. We say we like the presents we get, but we *love* those that we give, which may or may not be as it should. If you adore a swing record and give it to grandma, who likes music like "Sweet and Low" and "Annie Laurie," you may be loving what you give more than grandma likes what she gets. Presents should be selected to please the person who is going to get them.

In making gifts such as candy, puddings, and cookies, be guided by the advice of the teacher. She has learned that soft cookies pack and travel well, while crisp cookies break into shattering bits. Candies like fudge dry out; chocolate-dipped candy is apt to get spotty. Glacé nuts and fruits cannot stand a rainy day, but stuffed dried fruits are good to look upon, good to eat, expensive to buy, but not expensive to make.

Take heed of gift wrappings. The new colored plastics, the treated strings and the paper ties, add sparkle and give "an air" to a well-tied package. They are less expensive than ribbons. And oh! the sparkle of cellophane.

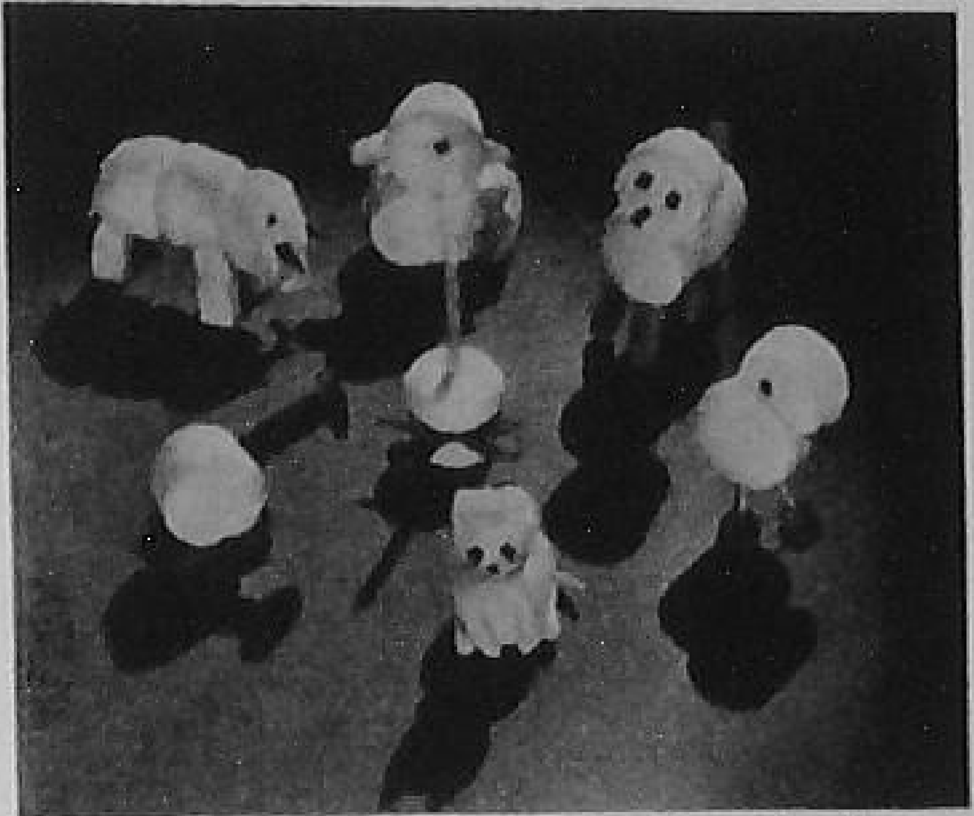
Foods need to be wrapped in nonabsorbent paper before they are dressed up with tissue.

If jelly jars are labeled it is much better to use neatly typed slips than paper with straggly print.

Give your gifts a professional look.

It's fun to feel well on Christmas Day. If you start in stuffing yourself with candy at the crack of dawn when you investigate

your crammed stocking, you will end the day crammed with meanness. Better start with a long drink of orange juice; better eat a sensible breakfast, — a bowl of cereal with plenty of milk, — then you will be ready to take the day in your stride. Be ready to help around the house. Don't repay your family for the gifts by being unwilling to lend a hand. Smile, smile, smile.



Angelus-Campfire Co.

HOW IS YOUR ZOO? JELLY BEANS, GUMDROPS, MARSHMALLOWS, WHOLE CLOVES, PLUS IMAGINATION AND INGENUITY PEOPLE A ZOO WITH CREATURES LIKE THESE

Christmas is not complete without carols: "O Little Town of Bethlehem," "It Came Upon the Midnight Clear," "Silent Night, Holy Night," "God Rest Ye Merry, Gentlemen," "O Come All Ye Faithful." Even though these carols belong to the childhood of the race, they have not lost their freshness and meaning. They have a significance that "Clang, Clang, Clang Went the Trolley," "Don't Fence Me In," and "There Goes That Song Again" never will have for such occasions.

And what do you eat on Christmas Day at the noontide? Almost as traditional a meal as was served on Thanksgiving Day. Here is the menu:

Roast goose   Sage and onion dressing
Giblet gravy
Hot applesauce
Mashed potatoes   Parsley buttered onions
Christmas salad
Hot mince pie *or* steamed English plum pudding   Hard sauce

And after that meal is eaten and the dishes are done — "boys and girls come out to play!" You will need every bit of exercise you can get.

In some homes the Christmas tree is trimmed on Christmas Eve by the young folks of the family. They make a party of it,

inviting friends of their own ages. After the tree is trimmed — and it should be done with a maximum of care lest the fragile ornaments be broken — the young folks of the house become the hostesses of the evening. Simple refreshments are served. Large bowls of oyster stew, brown-bread sandwiches, mulled grapejuice, Christmas cookies, make a satisfying menu.

Lever Brothers Co.

HANSEL AND GRETEL NEVER FOUND A MORE FASCINATING HOUSE. ITS BASE IS CARDBOARD. GINGERBREAD BOYS HAVE CLIMBED TO THE ROOF TO SEE WHETHER THAT IS SANTA CLAUS IN THE CHIMNEY

Another happy custom is followed in some homes. A large number of small tarlatan or cellophane stockings are made and filled with small cookies; or whole families of gingerbread girls and boys are baked. The stockings or the ginger cookies are hung from the mantelshelf. Each caller at the house is given one as he leaves. From the supply on hand the vacant places on the mantelshelf are refilled so that the effect is always jolly and gay and hospitable. If a loop of cord is fastened into the dough before the cookies are baked, the hanging is simplified. Or Scotch tape may be used to hang both the stockings and the cookies.

Do you have one special centerpiece that is kept for this season? Perhaps it's Santa and his reindeer, or fat Santa climbing down the chimney, or maybe it is a gingerbread house, or a special table tree. Perhaps it is a pewter bowl of red carnations. Why, Christmas would not be Christmas without this special centerpiece. That is one nice part about families and Christmas. You have special customs that are all your own. It's fine to have a family! When you are older and leave home you will look back upon the things you used to do in the holiday season. And as you look back you will sigh and say, "Wasn't it fun!"

NEW YEAR'S DAY

New Year's Eve and New Year's Day are two holidays which are observed by adults rather than by young folks.

New Year's Day itself is somewhat of a letdown. After the roasted turkey or goose, the rich stuffings, the steamed puddings and fruity mince pies have been eaten for a whole holiday week comes a desire for something less festive and rich. Meat loaf appeals — so does lamb stew. An extremely good dinner may be built around a roast of beef. This is the day when you should mail the very last of your Christmas-gift "thank you" letters. It is a day when you may help in taking down and storing away the holiday decorations. Nothing is more depressing than decorations left hanging limply here and there. They look as forlorn as an election poster left on the billboard after election day.

Thanksgiving and Christmas are family days. New Year's Day is more apt to be friends' day. Perhaps you and your family will make the rounds of many homes where "open house" is being observed. Perhaps you will be helping mother with an "at home" in your own house. The refreshments are very simple. Hot tea, cold eggnog, Christmas cookies. Or hot coffee, cold fruit punch, and simple little cookies.

The dining-room table is set as for a company tea. Throughout the house there are candles and warmth, leaping flames in the fireplace, friendliness and good will. Guests drop in for a half-hour visit and leave. As they walk down the snowy path they make way for incoming visitors. The air is filled with greeting. Should there be no snow the day is just as friendly, but to those that have been brought up in snowy parts of the country it does not, someway, seem as gay.

Sometime during the day you take time out to make your resolutions for the New Year. True, many of them are broken long before the newness of the year has worn away, but there is something worth-while in the soul-searching you do as you put your resolutions into definite shape. Why not resolve to keep at

least one resolution which you make on this day? How about making one which goes like this: "In this new year I hereby resolve to be more friendly, more considerate of other people"? Than that there can be no better!

FEBRUARY HOLIDAYS — LINCOLN'S BIRTHDAY, ST. VALENTINE'S DAY, WASHINGTON'S BIRTHDAY

Three holidays occur during this short month. We have the birthdays of Lincoln, of St. Valentine, and of George Washington. Three grand people whose birthdays offer us three opportunities to have fun.

Lincoln's Birthday. Lincoln's birthday comes on February 12. It usually is celebrated by some rather "homely" decorations and goings-on. Abraham Lincoln seemed more like "common folks" than many another great man in our country. The word "homely" used in the sentence above should be taken in its old English sense — home-ly or home-like.

St. Valentine's Day. Romance and roses — that is what St. Valentine's Day means. It is the day when true love triumphs. You ask what St. Valentine's Day had to do with love and Cupid? Honestly, nothing. St. Valentine, a godly man who performed such miracles as making a blindman see, just happened to have a birthday close to a heathen festival called Lupercalia. In the pre-Christian era heathen gods were recognized on this day. Dancing lasted far into the night. Dancers drew for partners. When the Christian religion was adopted the Christian fathers were wise enough to realize that folk gaiety and folk celebrations should not be forbidden. But they might be given a new meaning or significance, more in keeping with the Christian faith. Since St. Valentine's birthday fell on the eve of Lupercalia, his name was given to the celebration, but it still centered around the drawing of partners with a chubby little fellow named Cupid playing the important part. Love is sort of rosy, the poets tell us. So the red, red rose or the equally beautiful pink one set the

Jane Smith
Valentine
Place Cards
for handkerchiefs
for lingerie
Joan
Sally
Sachet Valentines

color scheme for the day. Roses may be used in the centerpiece. So may red tulips.

And hearts appear in the shapes of sandwiches; in the decorative icing on the cakes; in the ice-cream molds; candy hearts with mottoes; pale pink punch.

Lace-paper hearts, crêpe-paper hearts, hearts of cellophane as transparent as some foolish girls are the motif for most of the decorations.

Games center around the heart. Blindfold guests and ask them to pin the arrow to the heart fastened to the wall. Have them match partners by pinning two halves of the torn heart. Give them "hearty" conundrums. Ask them to make as many words as they can out of the letters in the word "hearts." (Right away you see "he" and "she.") Have them write a telegram in which the words used shall start with the letters as they appear in order in the word "heart."

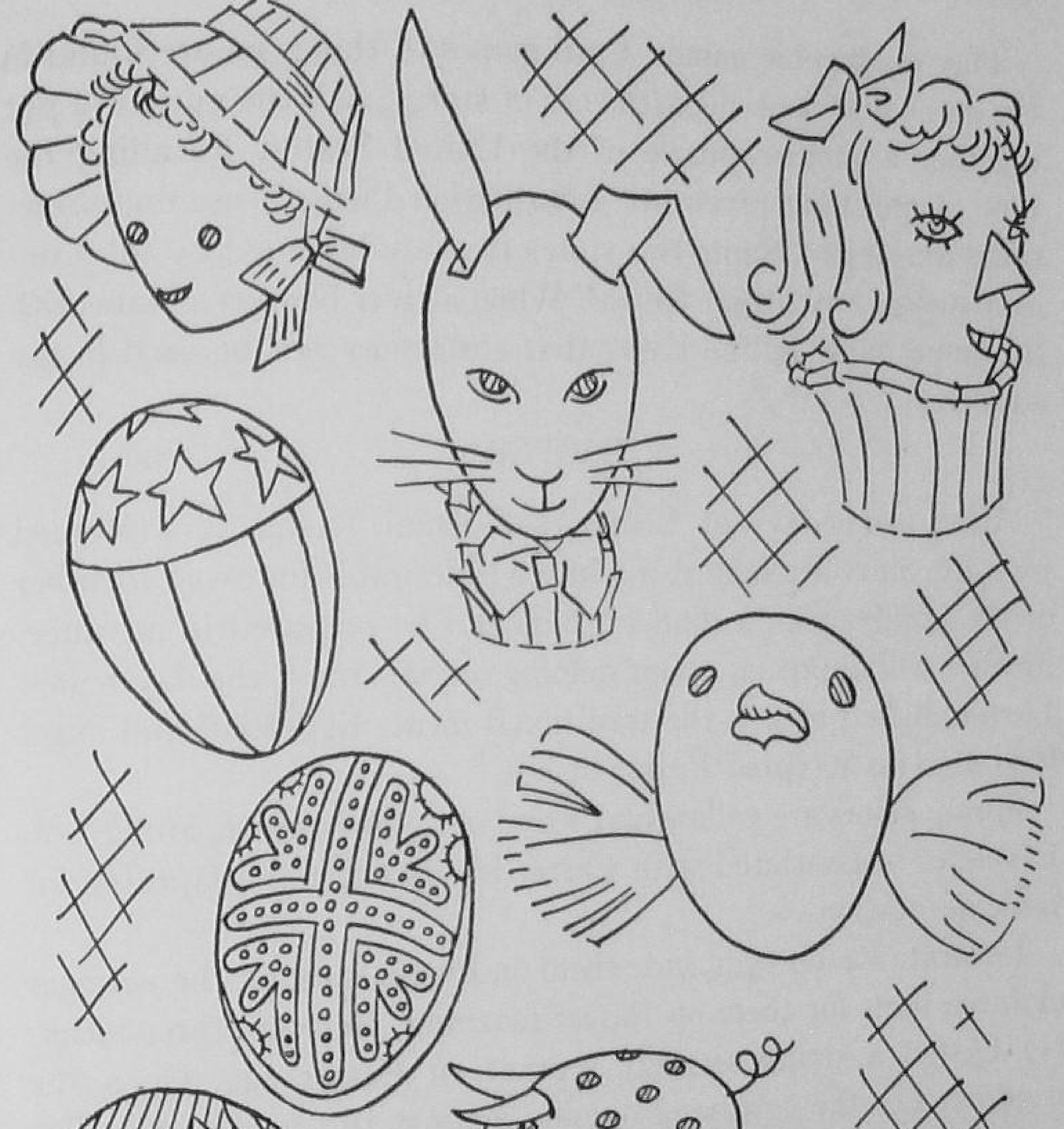
If the party is for girls have them spend some time making heart-shaped sachets which they can take home. If the party is for boys and girls (and it really should be on St. Valentine's Day!) have them make valentines with cardboard, crayons, buttons, and lace. Usually boys make amusing valentines while girls work out pretty, dainty ones.

Washington's Birthday. Here we are with patriotism and truthtelling. Patriotism because George Washington was "first in war, first in peace, and first in the hearts of his countrymen." Truthtelling because the story that George's confession of chopping down the cherry tree with his little hatchet has hatched the legend that he never told a lie. Nice legend, but disproved by facts.

George Washington's birthday comes on February 22.

The colors for a George Washington party are red, white, and blue.

If you use flags, be sure to use them with respect. Do not stick them into any little thing placed anywhere, or put them on cake for decorations. After all, the flag is a symbol of our nation.



Play geographic games. Card games of this type are found in the game and book departments of stores. Ask the guests to put together a picture puzzle of the United States. Recalling the type of questions given in "Information Please," use one something like this: "Name two states that are bounded by the Connecticut (or any other) River." When a river bounds a state with the same name as the river, that state may not be used in the answer.

EASTER

After forty days of Lenten self-denial Easter is welcomed joyfully. Since attendance at church is desirable for every member of the family, plan a dinner which can be prepared in advance. Mother will appreciate your helping on Saturday, the day before Easter. Baked ham is the traditional meat. Egg salad and angel food are two accepted Easter dishes.

Spring colors are yellow and white or yellow, white, and green. Lavender is associated with Easter but is not too adaptable for table decorations.

Decorate Easter eggs, hide them on Easter Eve, let the younger children hunt for them on Easter morning. Here are three ideas: (1) Fasten a string securely around an Easter egg. Open the window. Let the egg hang outside against the house wall. The string is held in place by closing the window down on the free end. (2) Hide another egg in a flour container. (3) Clip the top of an orange in the fruit dish on the sideboard, hollow the orange, and put the egg inside. After the clipped lid has fallen down in place, the orange is put back in the bowl.

MARCH HOLIDAYS

"Mad as a March Hare"; "March comes in like a lion, goes out like a lamb"; "St. Patrick drove the snakes from Ireland"; "She kissed the Blarney stone"; "the County of Cork in Ireland." These are motifs for parties in March.

Usually the foods are in shades of green and white.

Following the adventures of Alice in Wonderland, you may give a Mad Hatter tea party.

However, the usual theme of March entertaining is associated with St. Patrick's Day, March 17.

St. Patrick's Day. St. Patrick's claim to fame lies in the fact that he drove the snakes from Ireland. Ireland is a picturesque country with a host of folk tales. Use Paddy and his pigs; shamrocks; clay pipes; snakes; Irish potatoes; Blarney stone; cork. (Look at a map of Ireland to find the County of Cork.)

For all but the last named, green is the accepted color. Shamrocks may be used for a centerpiece. A very attractive Blarney-stone centerpiece may be worked up. Pretty "colleens" wearing full, green skirts and tightly laced bodices over full white blouses make attractive hostesses.

Guests might be asked to carve Irish potatoes into such objects as bowls of a pipe, snakes, pigs.

Sheets of cork as well as corks of assorted sizes may be used for a party at which you promise your guests a "corking good time."

ARBOR DAY

Arbor Day comes on different days in different states. It was set on April 22 in Nebraska — the first state to celebrate. Brush up on the story of Johnny Appleseed. Talk about tree planting as a means of conserving the soil. Have a leaf-identifying game. Scramble the letters in the names of trees and see who can unscramble them first. Play or sing "I think that I shall never see a poem lovely as a tree." Green is your color for the day. Artificial trees may make the centerpiece.

MOTHER'S DAY

Even though the celebration of this day has been commercialized it is quite possible to celebrate in a way which shows mother that you really appreciate what she does for you. What about a class tea for mothers? Practice up on special dishes which

you can make on Mother's Day. Why not take over the preparation of at least one meal on this second Sunday in May?

MEMORIAL DAY

Two holidays which come at different times of the year are all based on a salute to the soldiers who fought and gave their lives for our country. May 30 is Memorial Day for the North. A day varying according to state laws, but falling somewhere between the last of April and the early part of June, is set aside for Confederate Memorial Day. Each one of these days calls for a spirit of reverence and thankfulness. Because May 30 is a holiday in the North and because outdoors beckons at that time of year, it has become customary to have the first picnic of the season on Decoration or Memorial Day.

Snowballs and iris ("flags") are the flowers for the day.

FLAG DAY

June 14 is Flag Day. This calls for the same sort of observance as is given to Armistice Day (November 11) and to Memorial Day. Flags are in evidence, of course.

FATHER'S DAY

The third Sunday in June is Father's Day. On this occasion you have an opportunity to show your appreciation for all that Dad has done and is doing for you. Why not save your allowance and take *him* to a show? Why not surprise him with his favorite dessert or candy? Fathers may pretend they do not care for affection but try showing a little now and then, especially on Father's Day.

JULY FOURTH

Any occasion which gives us a chance to renew our allegiance to our country is worth-while. For too long we have taken the benefits of freedom and liberty for granted. To make democracy work it is necessary for those who believe in it to work for it.

"The 'Junket' Folks"

SURPRISE YOUR YOUNG SISTER WITH THIS DESSERT FOR HER BIRTHDAY PARTY. POUR THE CHOCOLATE RENNET-CUSTARD INTO THE HOLLOWED ORANGE-PEEL BASKETS

Red, white, and blue are the colors, of course. The flag is displayed with respect.

Firecrackers and fireworks set off by individuals are being replaced by community fireworks.

COLUMBUS DAY

October 12 should be remembered with ceremony. It was on that day, so tradition says, that Christopher Columbus landed on the shores of America. That was in 1492. Subtract 1492 from 1940 and you will see that our country has been on the map for approximately 450 years. The Pilgrims landed on the stern and rockbound coast in 1620. Subtract 1620 from 1940 and you get

320. Three hundred and twenty years — how America has grown and what hopes she should have for the future in the light of her accomplishments of the past!

The song "America the Beautiful" is the theme for the day.

BIRTHDAYS

In addition to all the holidays listed there should be at least three, maybe many more. Your own birthday, Mother's birthday, Dad's birthday, should certainly be celebrated. If you have two sisters or four brothers add two or four more days for fun.

Mother will doubtless prepare the foods you like, add a birthday cake, and remind the rest of the family that presents are in order. Consider well the custom of *giving* presents on your birthday as well as of receiving them. Family jokes, family customs, should become so much a part of your own birthday that it will always mean much to you. Birthday parties may be in order, too.

Summing up the holidays and holy days as they occur during a year, we find that Christmas and Easter are church holy days. Folk holidays are New Year's Day, St. Valentine's birthday, St. Patrick's birthday, and Halloween. American in their origin are Abraham Lincoln's birthday, George Washington's birthday, Arbor Day, Memorial Day, Mother's Day, Flag Day, Father's Day, Fourth of July, and Columbus Day.

Purely personal are family birthdays.

PUPIL EXPERIENCES

1. Divide your class into committees and plan the games, decorations, and food for a Halloween party which might be given at school by your class or club. Plan food which could be prepared in one lesson period of your foods class. Suggestions may be found in *Halloween* by R. H. Schauffler. Sections entitled "Parties and Feasts" and "Games and Stunts" will prove helpful.

2. Explain why Thanksgiving dinner is called a truly "American

meal." Read "The Thanksgiving Bird," Chapter XXII in *Foods America Gave the World* by A. H. Verrill.

3. Prepare some food in class such as cranberry sauce, cranberry relish, or cranberry jelly in sufficient quantity to take home and serve at your own Thanksgiving dinner (cranberries, sugar, and other ingredients may be brought from home).

4. Describe the Thanksgiving dinner and celebration held at Plumfield as told by Louisa M. Alcott in Chapter XXI of *Little Men.* What made the food in this dinner especially enjoyable to the group?

5. Find out the countries in which the following Christmas foods were first prepared or became popular: (*a*) plum pudding; (*b*) *lutfisk;* (*c*) *pfeffernüsse;* (*d*) roast goose; (*e*) *lebkuchen.*

6. Prepare some Christmas cookies and candies which are attractive and may be packed easily. Arrange these in a holiday box with festive wrappings to give as a gift. (Mothers, aunts, and even fathers appreciate a gift of this type.) A little booklet containing the recipes for these goodies would add a personal touch.

7. Bring in quotations of Christmas or Thanksgiving poetry in which food for these holidays is especially mentioned. Give these quotations to the class and ask members to bring in the name of the poem and author at the next class meeting. Here are some examples:

a. "Hurrah for the fun!
Is the pudding done?
Hurrah for the pumpkin pie!"

b. "While visions of sugar plums danced in their heads."

c. ". . . sat in the corner
Eating his Christmas pie."

d. "What moistens the lip and brightens the eye
What calls back the past, like rich pumpkin pie?"

8. Read "The Great Hunter in the Woods" by James Stevens, in *Growth in Reading,* Book 2. This describes the first Christmas turkey dinner of that fabled American folk hero, Paul Bunyan. You'll enjoy his encounter with the "terrible turkey" and the description of his famous mincemeat.

9. Ask some member of the class to read to the group a description of the "Christmas Goose at the Cratchits'" from Dickens's story *A Christmas Carol.*

10. Color some Easter eggs in class and arrange an interesting display of these in your exhibit case at school. (Illustrations on page 221 will give you ideas for decoration.)

11. Plan and prepare refreshments for a mothers' tea to be given near Mother's Day.

AFTERNOON TEA

Sometime during your school year you may be asked to prepare a tea or to serve as hostesses at a tea for the Parent-Teacher Association or for the faculty. You are honored in being asked.

Doubtless your teacher or faculty adviser will appoint various committee chairmen. These chairmen may have charge of tables, food preparation, decorations, welcoming the guests, tea pouring, sandwich and cake passing, replenishing of supplies at the table, removing used cups and saucers.

The tea table should be covered with an attractive cloth. The centerpiece will depend upon the money you have to spend and the time of year. A platter of large, silver Christmas-tree balls is fine for the holidays. So are red candles if you are allowed to light them in the school building. In some cities lighted candles in a school building are forbidden. If that is true in your town, do not put candles on the table even though they are pretty in color and in shape. Try to get the effect you want without them, if need be.

At one end, or at each end, of the tea table will be a tray which holds the pitcher, urn, or teapot. Cups and saucers are arranged beside the tray. Sometimes each cup is in its own saucer. Sometimes the cups are placed two together. In this case, it is quite possible that small plates will be used in place of saucers. A plate takes the teaspoon, the small sandwiches and cakes, and the cup. It is easier to handle, oftentimes, than a saucer.

Spoons are laid in a rather prim, formal fashion, say a straight line. Small tea napkins are arranged in small piles or overlapped. If you are a welcoming hostess or host you start the guests moving toward the tea table. When the tea party is large it is cus-

tomary to have a girl pouring tea at each end of the table. As a guest reaches the person who is pouring, this person asks her whether she likes her tea strong or weak. The pourer has a pitcher or pot of hot water beside her to dilute the tea. The girl or boy who assists the one who is pouring sees to it that the teapots are refilled and that the hot water is kept hot at all times.

After the tea has been poured the guest is given the cup (the pourer is careful not to put her fingers near the edge of the cup).

The guest moves on, takes her napkin, spoon, a sandwich or two, small cakes or cookies (if they are being served). If there are salted nut meats or candies on the table, the guest helps herself to those. She helps herself, too, to the slices of lemon or to cream and sugar. Then she moves away from the tea table, and stands or sits talking with her neighbors.

If your assignment is to pass cakes and sandwiches for a second helping you now do that. Be careful not to bump into people. Try to hold the serving plate on the palm of your hand so that your fingers do not creep over the edge of the plate. Hold the plate at a level which makes it easy for guests to reach the food.

The members of the class who have been assigned to find out whether a guest wants the second cup of tea watch for empty cups. If a guest says she would like a second cup, the girl or boy takes the plate and cup to the tea table to get the second helping. Be careful not to spill the tea. The girl who is pouring will make it easier to avoid this if she does not fill the cups too full (two thirds is about right).

When the guests have finished, their plates are removed by the members assigned to do this. Do not carry more than two plates at a time. On the plate the guest will have left her cup, her spoon, and her crumpled napkin.

And that is afternoon tea!

It does not sound as if it were difficult, does it?

The food committee will have planned small sandwiches. Each one should be not larger than two bites at the most. The sandwiches must be fresh and neither dry nor soggy. The cakes

or cookies must be small and varied in color. There will be no sticky icing on the top.

If the dry tea is put into a cheesecloth bag (left large enough to let the tea swell when the boiling water is poured over it), the tea leaves will not clog the spout or get into the teacups.

Do not use the same tea bag more than once. When the boiling water has extracted much of the flavor from the tea leaves, remove it from the pot. Put in a fresh bag.

After the guests leave there is cleaning up and talking over the party. "A nice time was had by all."

AFTERNOON TEA MENUS

Hot tea Cream Lemon Sugar
Hot chocolate
Ribbon sandwiches
Christmas cookies Salted nut meats

Fruit punch Hot tea
Cream Lemon Sugar
Small cakes Candied orange peel

PICNIC MEALS

Some families seem to be "born" picnic lovers. They snatch any excuse for an outing. They start picnics on Memorial Day and continue them straight through Labor Day. They seem to enjoy midwinter picnics! These families like to go to the woods and build a campfire from "scratch." They even scorn matches, saying only amateurs use them to light a fire.

Boys and girls who belong to scout troops get fine experience in out-of-door cooking.

Perhaps all of us should spend more time out of doors, and one of the nicest ways to do that is to have a picnic.

Probably your mother will ask you to help her in the preparation of some of the foods and in the packing of the picnic basket or hamper.

An authority has listed the following as essential accessories for a successful picnic:

Matches in tin container; old newspapers and thumbtacks; paraffin paper; workingman's gloves (used in place of pot holders

Philip Gendreau, N. Y.

BOY SCOUTS LEARN HOW TO BE GOOD COOKS OVER AN OPEN FIRE, BUT WHAT WOULDN'T TASTE GOOD IN THIS SETTING?

to protect hands); can opener; bottle opener; pocketknife or sharp knife; cheesecloth or muslin bag which holds coffee; containers for salt, pepper, sugar; jar with soapy cloth; paper or cloth towels.

Another picnic authority says: Take the things in the list above, but don't forget the food in the well-filled picnic hamper.

PICNIC MENUS

Broiled stuffed frankfurters in buns
Potato chips
Sliced cucumbers Whole tomatoes
Cup cakes
Fresh fruit
Coffee Milk

Cubed steaks
Toasted buns
Boiled or roasted sweet corn
Sliced tomatoes and onions
Watermelon
Cookies
Coffee Milk

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Unit IX. We Visit the Kitchen

"WHATEVER IS WORTH DOING AT ALL, IS WORTH DOING WELL" *

Lord Chesterfield, a wise, learned, and polished English gentleman who lived at about the same time as George Washington, wrote many letters to his son. The letters are quoted to this day. And one of the quotations which is given most frequently is the one above. We repeat it — "Whatever is worth doing at all, is worth doing well."

Americans are accused of being willing to let "good enough" do. We are accused of being a soft nation. We have been told that we are — well, not lazy, but too easygoing to demand perfection from others and from ourselves.

Shall we set some standards for ourselves and our work in the laboratory and at home?

First, we will plan our work before we begin.

Second, we will not dawdle.

Third, we will study the standards set for each food we prepare. We find these standards under ". . . of which you may be proud."

Fourth, we will practice, at home or at school, until the foods we make are close to perfection.

"Whatever is worth doing at all, is worth doing well."

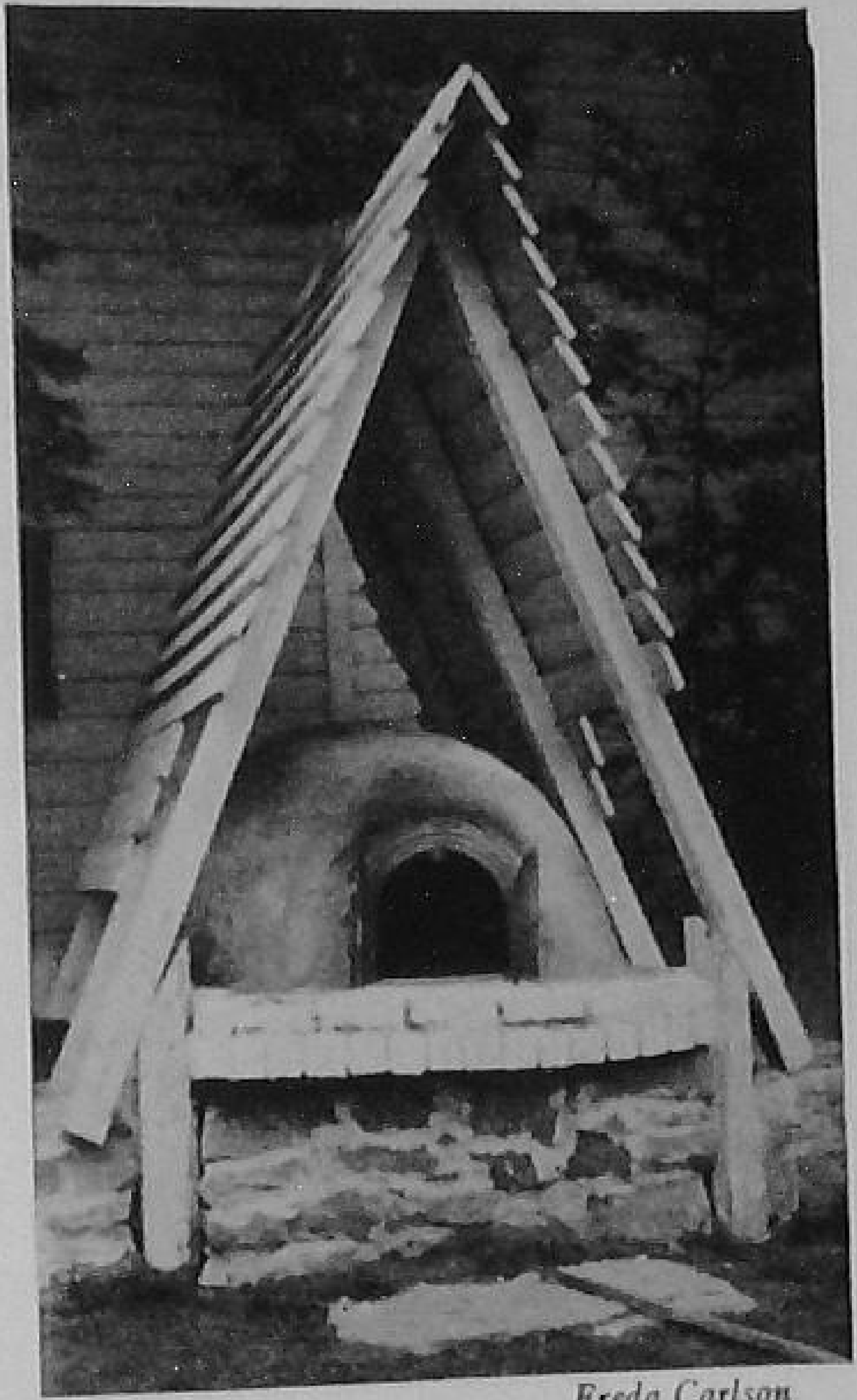
RANGING THROUGH THE KITCHEN

When Europe kept open house, the European tours planned by the Cook agency were extremely popular. Our visit to the kitchen

* *Letters*, March 10, 1746, Philip Dormer Stanhope (Earl of Chesterfield).

is another kind of cook's tour. Like travelers abroad, we shall see familiar things as well as objects that are new and strange.

What the post-war kitchen will look like is a big question. Undoubtedly, the first pieces available will be much like those previously made. But planners and dreamers talk about ovens with glass doors, refrigerators with revolving shelves, deep-freeze compartments, electrical devices for sterilizing and cooking foods. These may or may not be manufactured and accepted by the home maker.



Freda Carlson

THIS TYPE OF ABOVE-GROUND OVEN IS FOUND ON THE GASPÉ PENINSULA IN CANADA

However, deep-freeze equipment in which temperatures far below freezing can be maintained will certainly be manufactured and sold in large quantity. The large amount of produce grown in home gardens showed the need for some type of food preservation unit. Deep-freeze compartments preserve food for later use. Freezing is done so quickly that the color and fresh flavor of the frozen food resembles almost exactly that of fresh food.

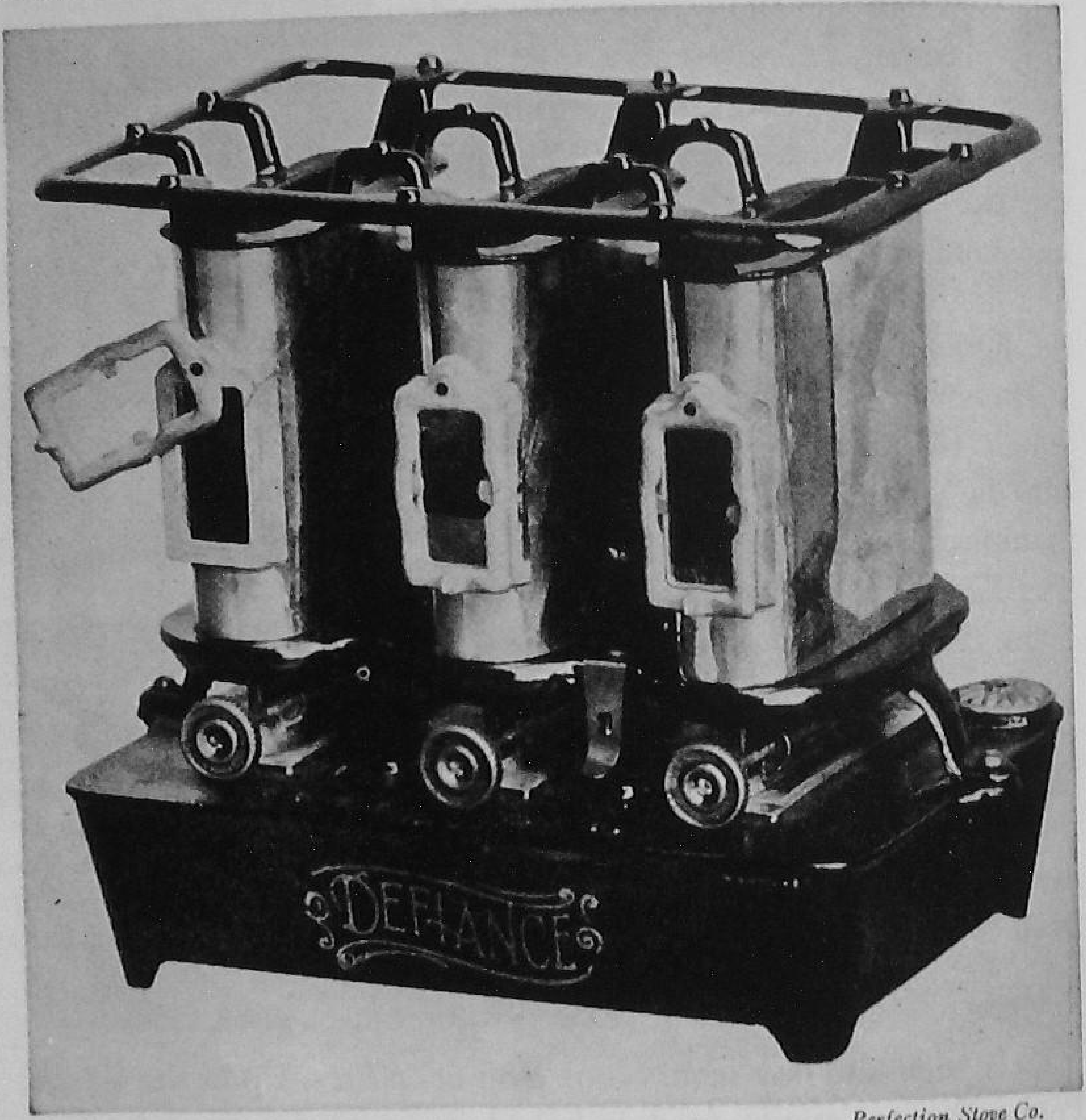
STOVES

Cave men and boy scouts cook over open fires. Up in the Gaspé Peninsula in Canada food is baked in an above-ground oven. In Hawaii food is cooked in an underground oven called an *imu*. If you live on the Eastern Coast of the United States you have seen something similar to the *imu* used for clambakes.

Stoves or ranges have not always been finished with an enamel surface. As recently as fifty years ago stoves were made of iron which had to be kept black by frequent polishing in order to make all the curlicues shine like mirrors.

Stoves have not always had their present shape. Clean-cut lines tell you that the stove is modern.

Burners used in gas and oil stoves are designed to bring the flame into almost immediate contact with pans set over them.



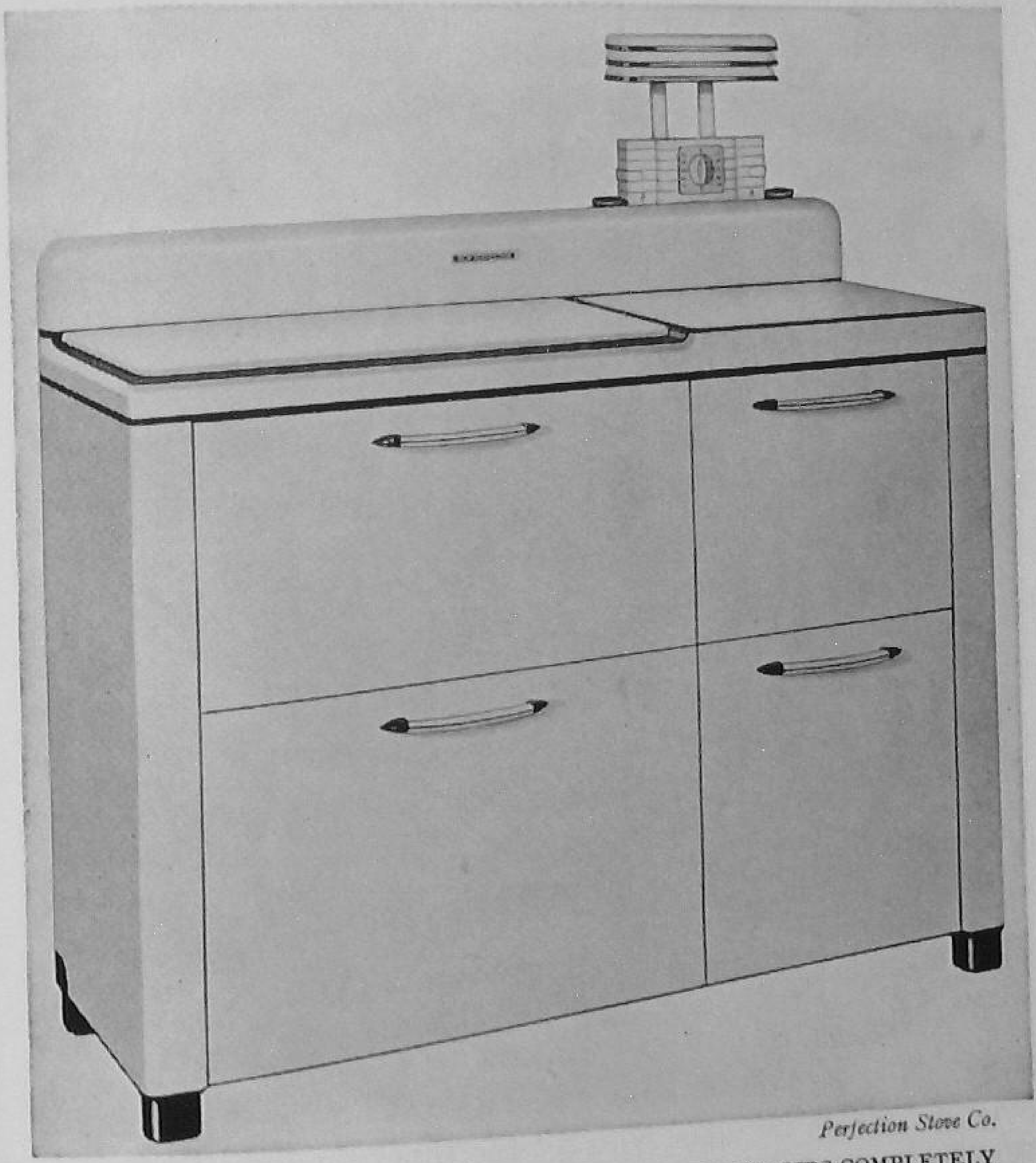
Perfection Stove Co.

THE KEROSENE "LAMP STOVE" OF FIFTY YEARS AGO

The burners are so simple in construction that they are easy to remove for washing, easy to clean, easy to adjust to get that desirable blue cone-shaped flame. Modern electric ranges have exceedingly efficient coils and burners, too.

Look at the oven. Has it ever occurred to you that an oven is nothing more than a metal box set over burners or more than a

box with heating coils inside it? Oven food is cooked by dry heat within the box. A well-built oven has walls which are insulated to keep the heat in. Its door closes tightly for the same reason.



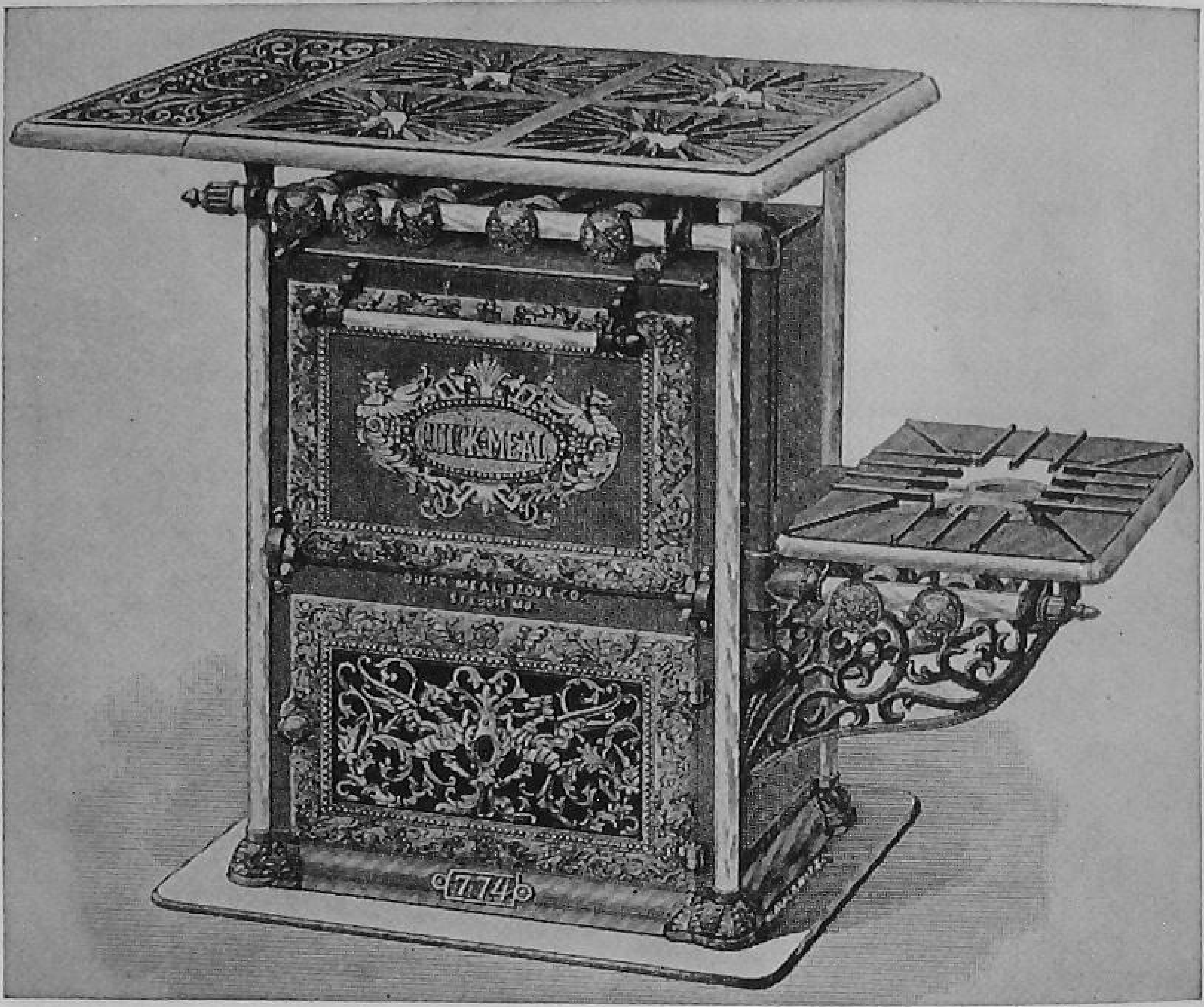
Perfection Stove Co.

TODAY'S OIL RANGE, WITH BURNERS AND FUEL RESERVOIRS COMPLETELY CONCEALED IN A PORCELAIN ENAMELED CABINET

The inside of the oven is easily cleaned and it has adjustable and safe sliding racks.

But the most helpful modern device is the thermostat. How many varieties do you recognize? The dial is set to indicate the

desired temperature. Once it has been reached, the thermostat regulates or maintains that temperature as long as it is wanted. A portable oven thermometer may be set into the oven, but it can do no more than register the temperature. It cannot maintain or regulate it.

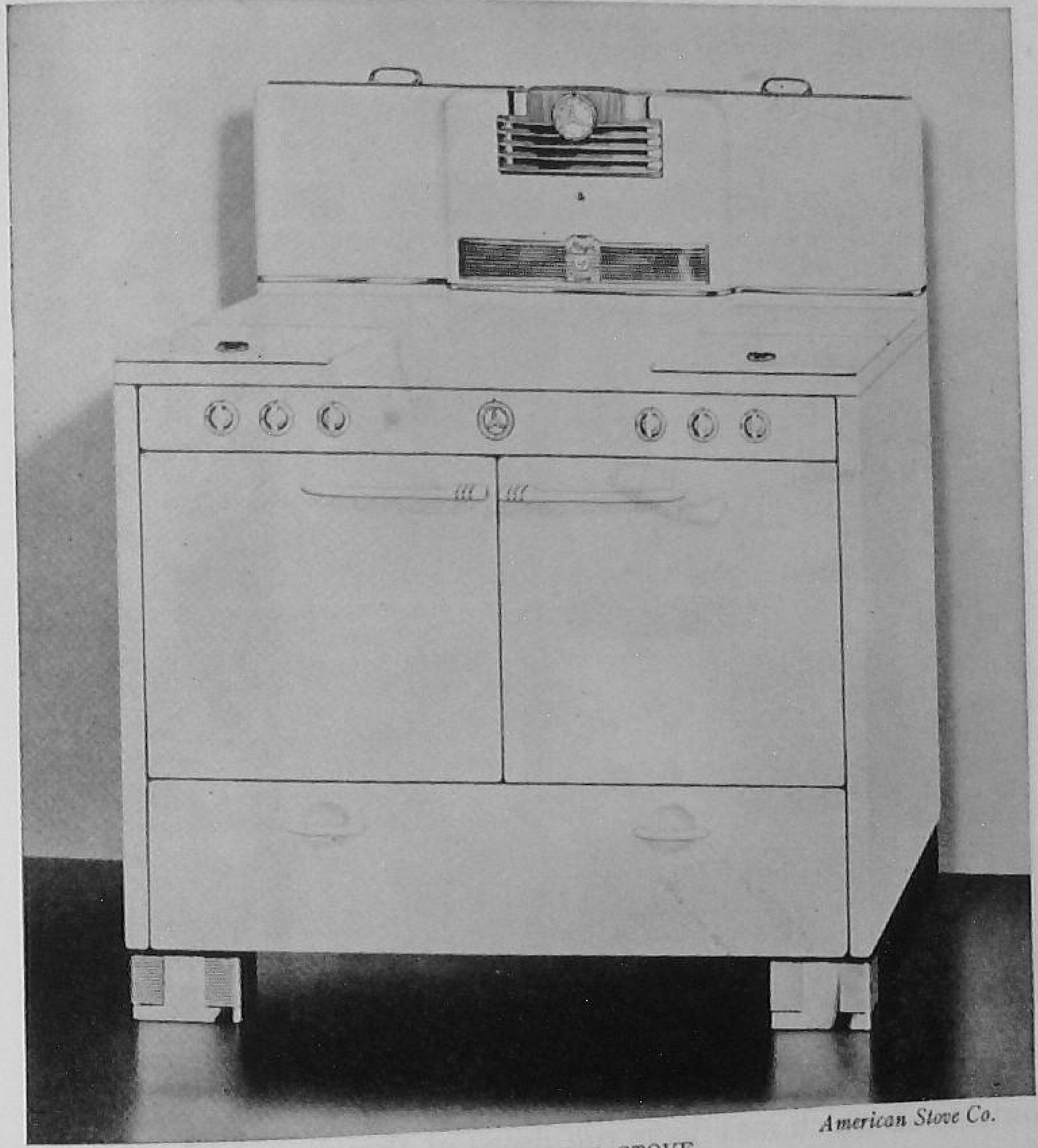


American Stove Co.

THE PRIDE OF THE HOME IN 1898

A mechanical device called a "timer" is attached to some stoves. Suppose you are baking cookies which need to stay in the oven for fifteen minutes. You set the timer for fifteen minutes. When those minutes are up, a bell rings. Your attention is brought back to the kitchen and the food that is in the oven. Timers need not be attached to a stove, but they are handiest when so placed. They are efficient and save so much worry and burned food that one should be in every kitchen. Train yourself to set the timer for timing the top-stove cooking of foods.

The modern stove sits firmly on the floor. Dust cannot settle under it, but "toe space" is left so that the tips of your shoes can slip under far enough to make it comfortable for you to stand upright at the stove.

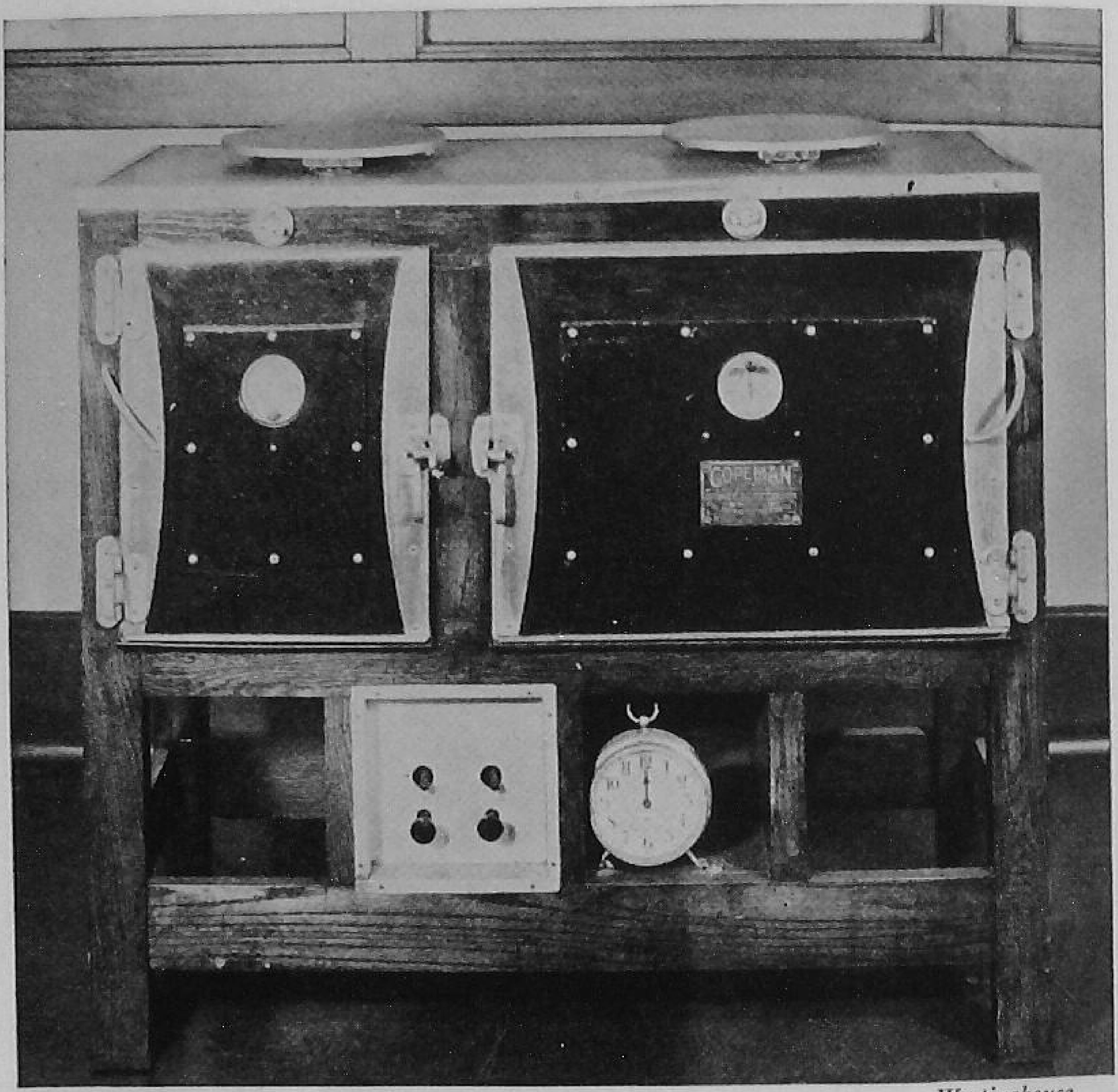


American Stove Co.

A MODERN GAS STOVE

How our great-grandmothers would have marveled at the enamel finish! Such a finish makes cleaning easy. Stove polishing used to be a dirty, disagreeable job. Soap and water wash enamel like a glass plate. However, the stove must be cool when washed, otherwise the finish cracks like glass at sudden changes in tem-

perature. The smooth, glassy finish is marred when acids — like vinegar or lemon juice, even spilled milk which sours — remain on the enamel for any length of time. Anything like a milk bottle, pitcher, or cup from which you have poured liquid, and down the



Westinghouse

AN ELECTRIC COOKSTOVE OF 1914

outside of which may have run drops of that liquid, should not be set on top of the stove.

Meet the broiler! The modern stove is so proud of it that it boasts a separate compartment set at a height which is easily reached by the cook. The broiler under the oven is too low down for comfort, even when the oven is placed so that its racks are at eye height. The popular "table top" style of range has the

oven placed uncomfortably low. With that one exception, we say that the modern range is completely "functional." That is, it does what it is supposed to do in the simplest, easiest way.

Westinghouse

ELECTRIC RANGE OF TODAY

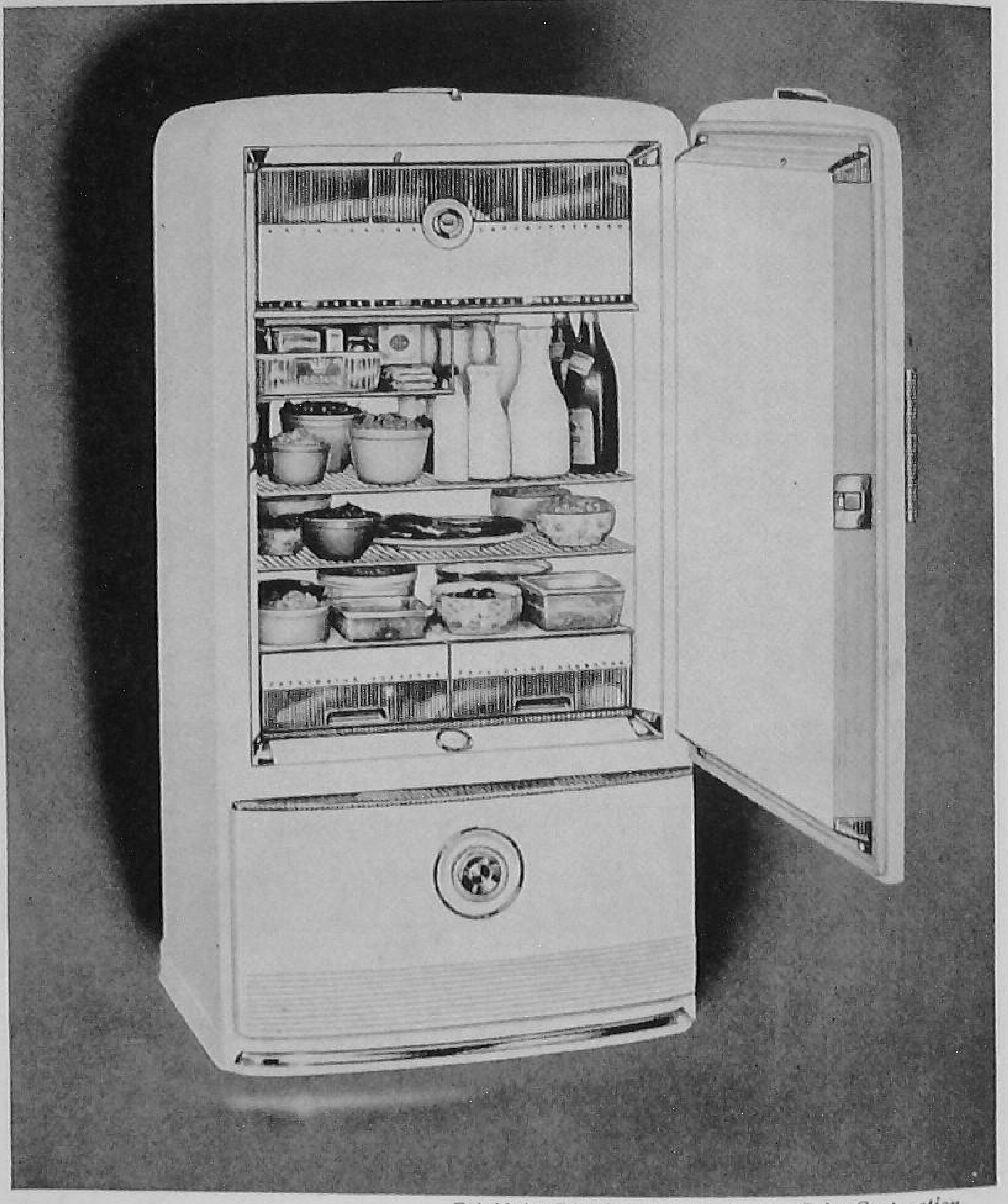
Great-grandmother is speechless when she sees the conveniences on the modern stove!

REFRIGERATORS

"Bean porridge hot, bean porridge cold. . . . Some like it hot, some like it cold." Well, the stove takes care of making it hot and the refrigerator proceeds to make and to keep it cold. That means the walls of the box must be insulated to keep cold air in. The

door must fit so tightly that cold cannot get out or warm air creep in.

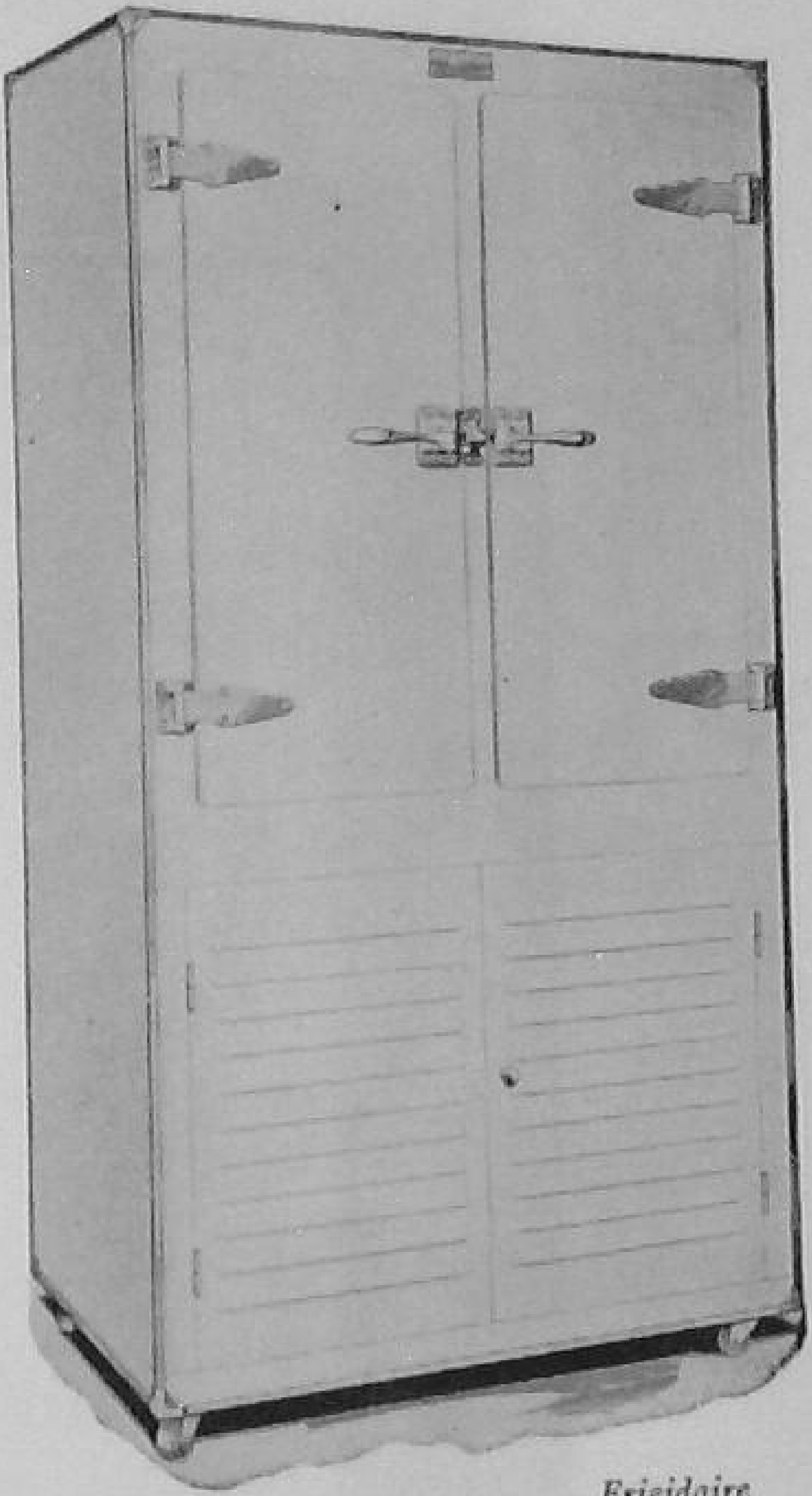
Like the modern stove, the refrigerator has been "streamlined" or made functional in design.



Frigidaire Division, General Motors Sales Corporation

THE MODERN MECHANICAL REFRIGERATOR PROVIDES SPACE FOR FRESH-FROZEN FOODS AND FOR MANY BOTTLES OF MILK. SLIDING SHELVES, HYDRATOR BINS FOR FRESH FRUITS AND VEGETABLES, ARE AMONG THE CONVENIENCES

The modern refrigerator has a light which flashes on when the door is opened. It has a device which maintains a low temperature at the point set (note how automatic or self-governing modern kitchen equipment has come to be).

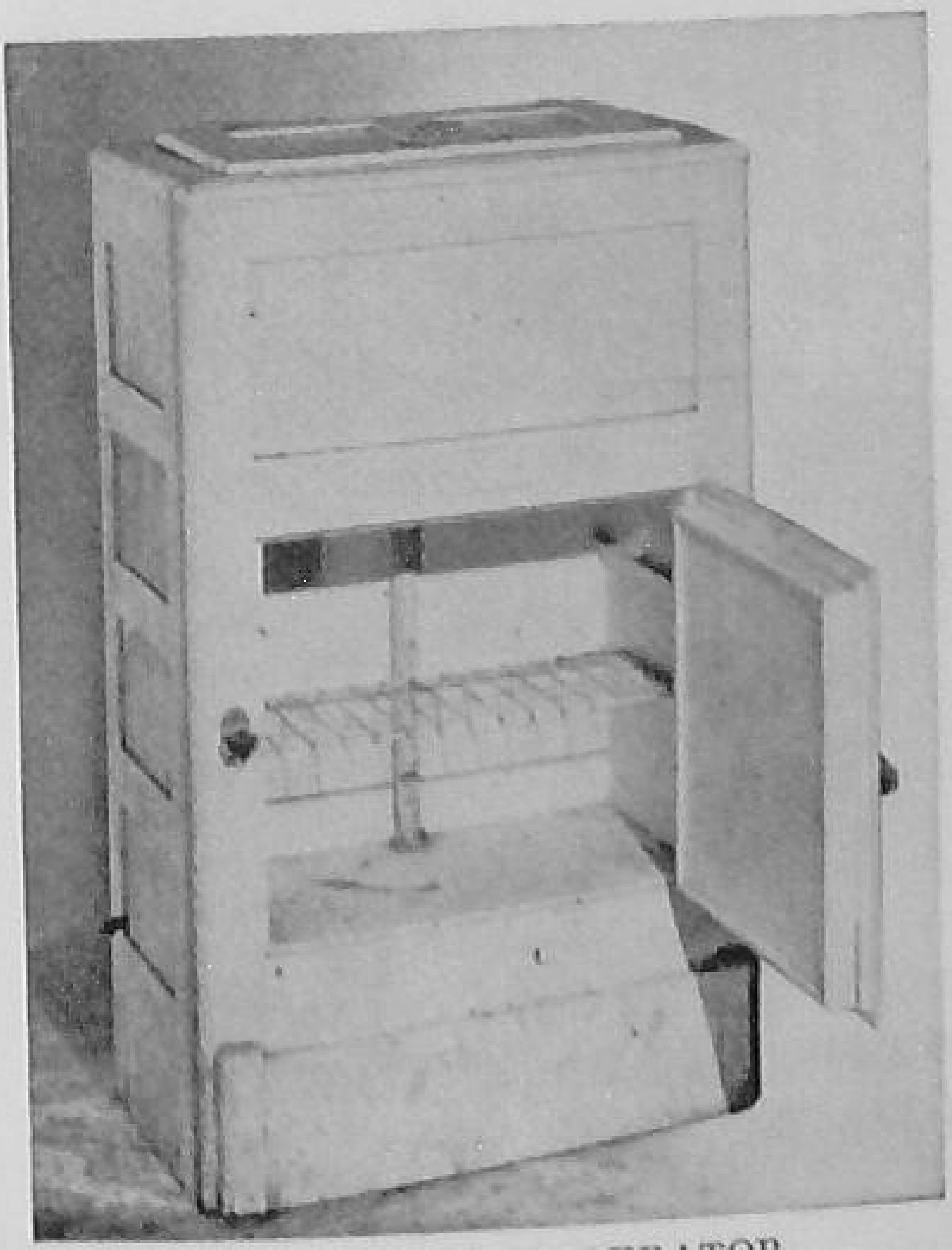


Frigidaire

ONE OF THE EARLIER ELECTRIC REFRIGERATORS

The cold temperature is obtained by means of melting ice or by an electric- or gas-driven motor which chills the substance in the coils built into the box.

Until recently the mechanically chilled refrigerators dried out foods which were stored in the box. That meant that foods had to be covered to keep them in good condition. Modern refrigerators humidify the air in certain parts of the box. Now foods do not need to be covered because the air is moist and does not absorb extra moisture from the food. The modern refrigerator has an outside finish that is easily washed. The inside has a seamless porcelain lining. This, too, is easily kept clean.



OLD ICE REFRIGERATOR

In the ice refrigerator the drain down which the melting ice water flows is so constructed that it is easy to clean, easy to remove, and to put back into place.

Great-grandmother would say, "It sounds too good to be true."

National Association of Ice Industries

THE ICEMAN OF TODAY CARRIES THE CAKE OF CRYSTAL-CLEAR ICE IN A HEAVY CANVAS CONTAINER. NO DRIP, NO DROP ON THE CLEAN KITCHEN FLOOR

SINKS

We say "sinks" because modern ones are frequently twins. That is, the open box — which is what a sink really is — is

divided into two parts. Each has a drain. In one sink the dishes are washed. In the other they are rinsed and drained.

A swinging mixer-faucet (blending hot and cold water before it comes out) serves both sinks. A disappearing hose with spray head may be used for carrying the rinsing water. The sink box may be of iron, enamel, porcelain, Monel metal, or stainless steel. Iron is least desirable because it rusts and is rough and porous. Monel metal and stainless steel are easier on dishes than are the enamels or porcelains. The metals are almost elastic when coming in contact with a dish, while porcelains and enamels are more rigid and unbending.

The depth of the sink box is important because too shallow a sink lets water splash over the person doing the dishes.

Because insects like warmth, moisture, and darkness the old wooden sink or any sink which left cracks between it and the wall or between the sink box and the drainboards must have been the insects' idea of Heaven. Today's sinks are cast in one piece whenever possible and are set against the wall with a "cove" or rounded base piece, thus doing away with the right-angle joining of sink and wall.

Modern sinks are streamlined and are of the cabinet type with compartments concealed behind the doors. Toe space should be built into the front.

The height of a sink is important. If the sink is too high, it is best to add to your height by standing on a firm-based stool.

Great-grandmother pumped the water at the well, carried it into the kitchen, heated it in the reservoir at the back of the stove, dipped some out into a dishpan, washed the dishes, threw the water out of doors.

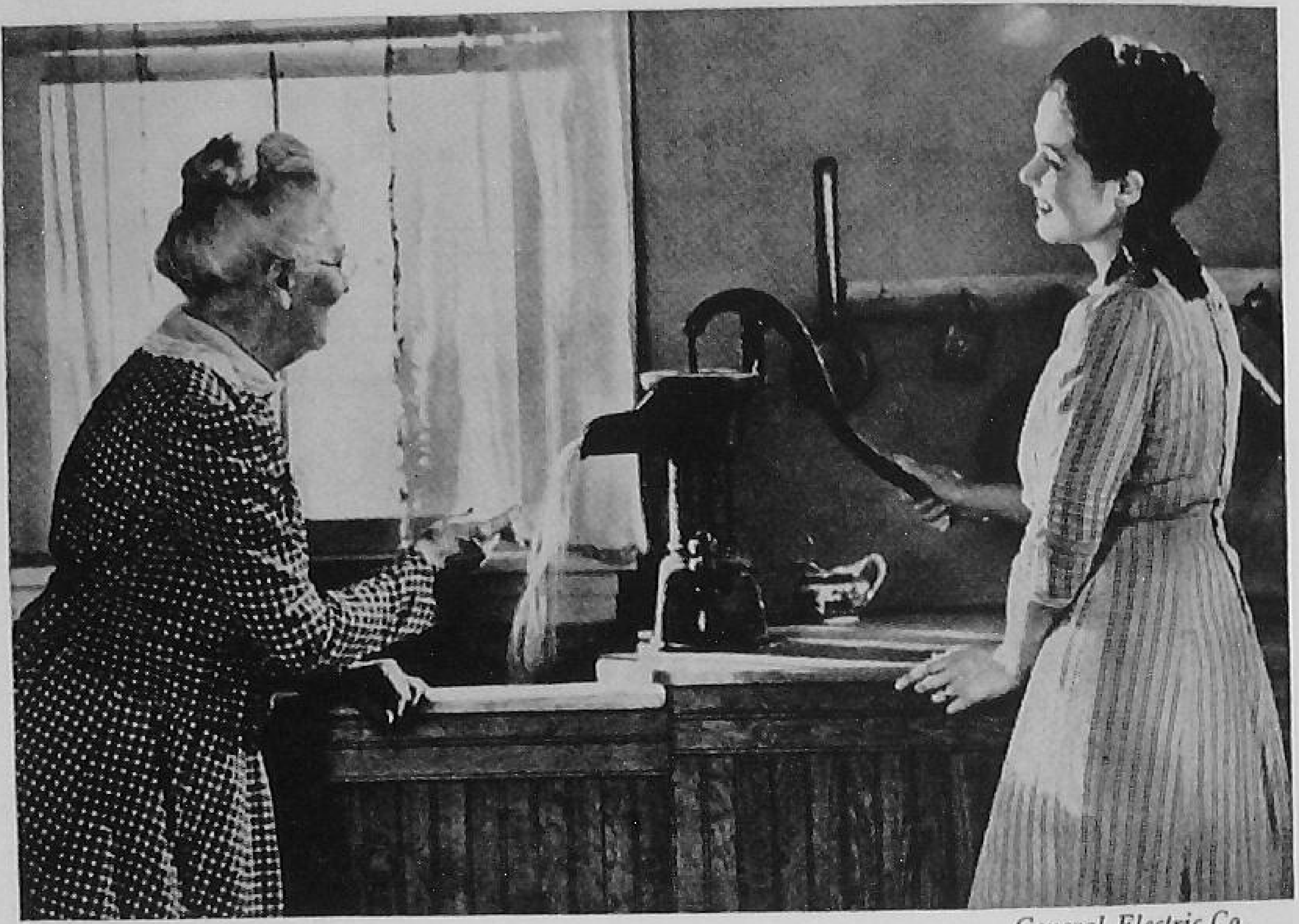
We give faucets a turn or two — out comes water of the desired temperature. We open the drain or pour the water into the sink box — and everything is taken care of.

Sinks that are still so new that they are not found in many laboratories contain an electric dishwasher and a device that disposes of garbage and refuse.

Great-grandmother should see you do the dishes in a modern sink.

WORKTABLES

A table is put into a kitchen to provide working space. It may serve as a breakfast and a luncheon table as well. It should be



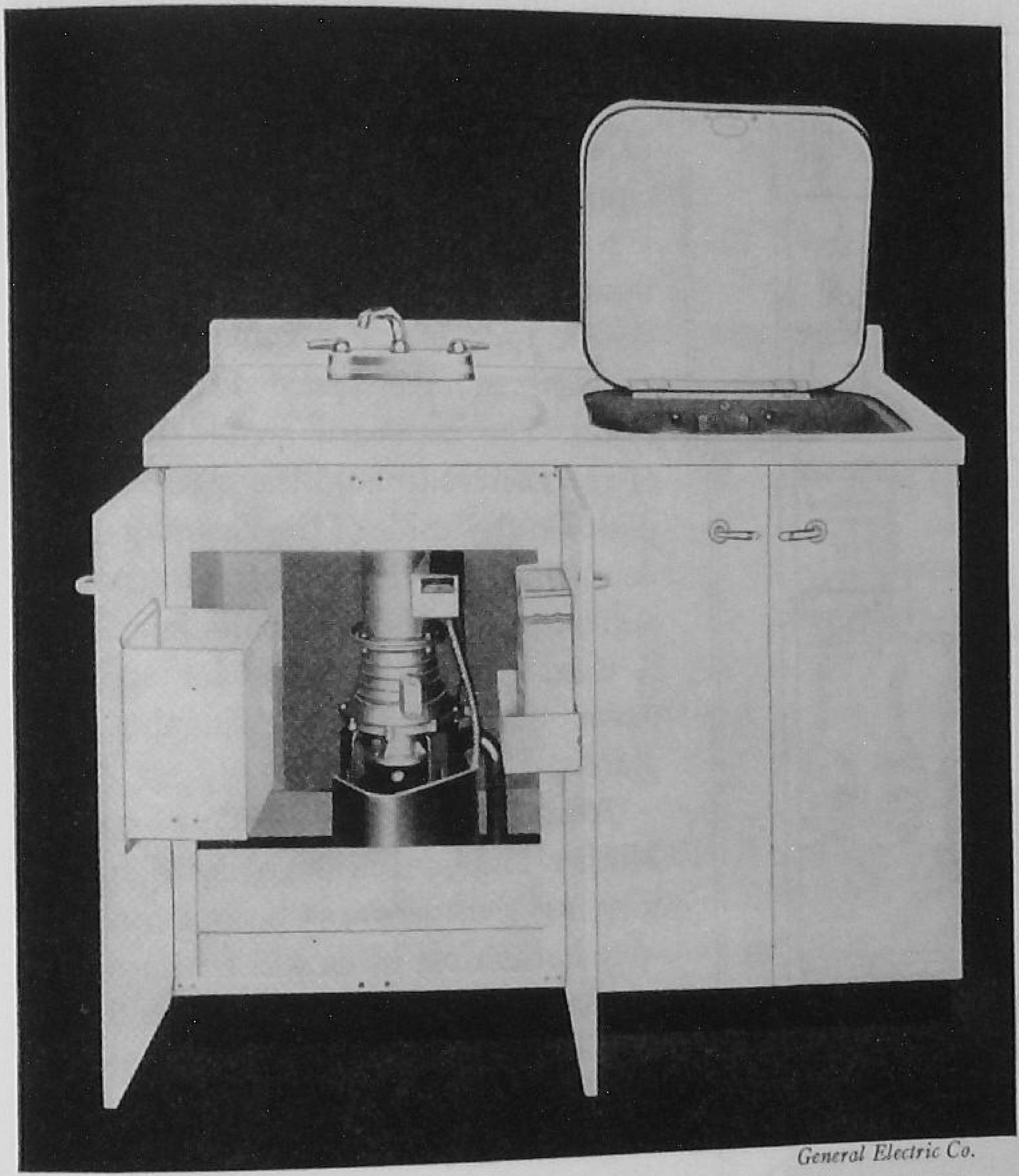
General Electric Co.

THE PITCHER PUMP ON AN OLD-TIME KITCHEN SINK WAS HAILED WITH ADMIRATION. CONTRAST THIS SINK WITH THE GLEAMING WHITE SINK OF TODAY

built so that it is firm but easily moved. If it is to serve as an eating table it should be easy to pull chairs up to and to put human legs under. The table's surface should be easily cleaned, unspoiled by hot or heavy utensils. A noisy table top is an annoyance. Tables of metal are vermin-proof, light in weight, usually have continuous legs made of metal tubing. A slight rim around the edge of the table keeps eggs and round objects from rolling to the floor.

Great-grandmother scrubbed the wood of her table top until

it was almost white and clean as clean. You get cleanliness by a simple wiping off.



General Electric Co.

TODAY'S SINK HAS MIXER FAUCETS, DISHWASHING MACHINE BUILT IN, AND GARBAGE AND WASTE-DISPOSING UNIT

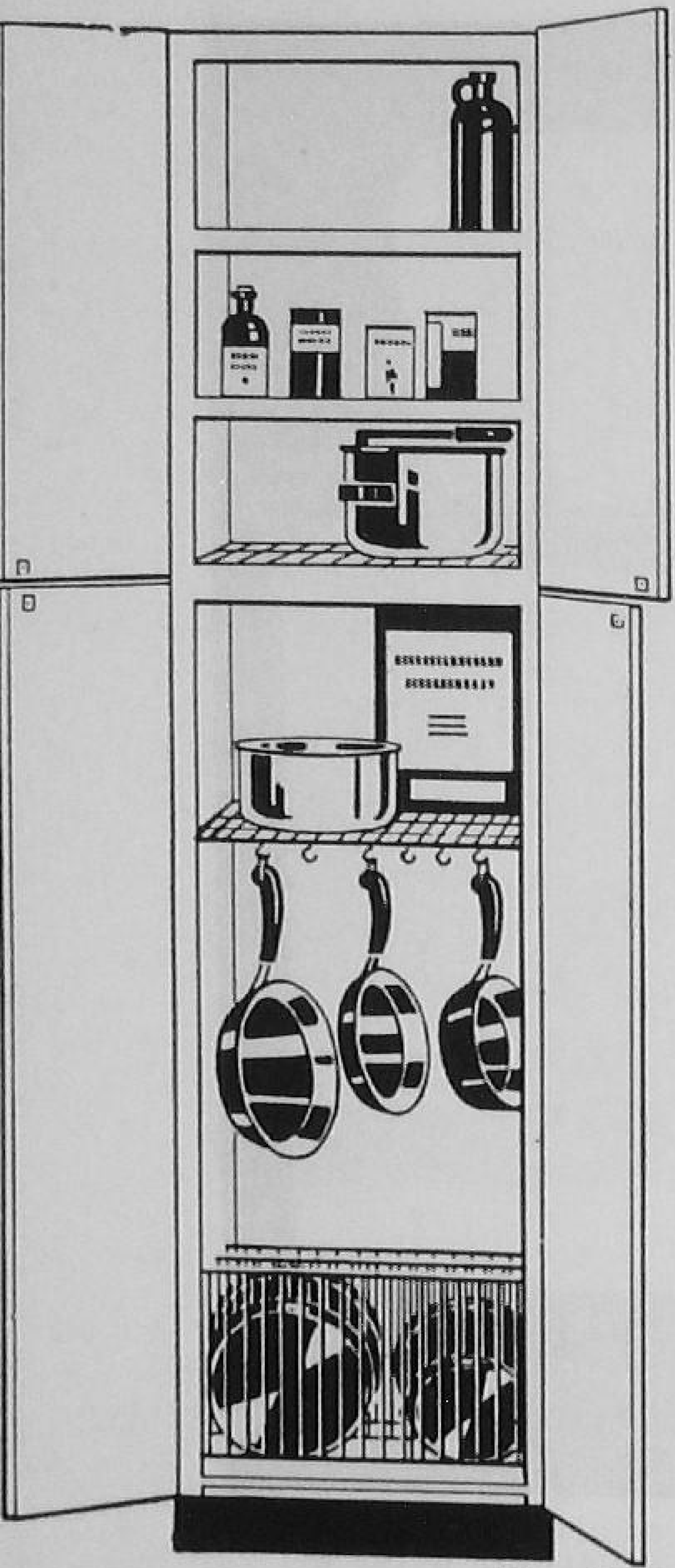
Great-grandmother might say, "What an easy time you have, my dear."

CUPBOARDS

Cleaning Cupboards. Since a cleaning cupboard holds cleaning mops, brooms, polishes, cleaning powders, and liquids it may be

desirable to have the entire closet metal-lined with a metal facing on the inside of the door as well. In this arrangement dangers from fires resulting from spontaneous combustion are avoided.

The compartment should have hooks or holders on the side walls to keep cleaning brushes and brooms from resting on the floor, thereby preventing them from becoming misshapen. A metal box similar to a bread box may prove an excellent storage space for polishing cloths. The cupboard should have one or two shelves to hold the cleaning supplies. On the inside of the cleaning-closet door, a card giving the treatment and antidotes for poisons should be placed. A chart giving directions for spot removal may be attached in the same place.



Crane Co.

WHERE SPACE IS LIMITED A CUPBOARD-CABINET MAY HOLD CLEANING SUPPLIES, COOKING UTENSILS, AND COVERS FOR POTS AND PANS

Utensil and Supply Cupboards. Mother Hubbard will go down in history as the person whose cupboards were bare. Most of us will be known as persons whose cupboards are cluttered.

Will you look at the neat and orderly arrangement of supplies and utensils in the laboratory kitchen cupboards? If you stop to think, you can see why it is important to *have* them that way. You should realize how necessary it is to *keep* them that way.

A well-planned cupboard makes it easy for you to:

Store things with little waste space.	Clean the shelves.
Reach anything on the shelves.	Check supplies.

Little Waste Space. Consider screwing cup-hooks to the under part of a shelf.

Consider doubling the storage space. This can be done when a shelf half as wide as the stationary shelves is placed halfway between two stationary shelves.

Easy to Reach Anything. Consider the step-up arrangement, especially for the spice and extract section.

Consider a wire rack for holding dishes of like size: for instance, plates, bread-and-butter plates, saucers.

Consider one section with perpendicular compartments so that large platters, plates, and trays can be set on end or filed.

Consider a sliding section with false bottom for the compartment which holds heavy pots and pans. This makes it easier to get at the pots and pans and to take them out.

Easy to Clean. Consider covering shelves with smooth, thin linoleum. Better-known shelf coverings are enameled paper, enameled paint, oilcloth.

Easy to Check Supplies. Consider placing on the cupboard door typed lists of contents divided according to shelves.

Consider placing typed paper tabs or tape along the shelf edge. Space these pieces of paper so that they indicate the place on the shelf where an object is to be set. Use Scotch tape to fasten the list to the door and to fasten the paper tags on the shelf edge.

Consider painting outlines or silhouettes on the bottom of a drawer to indicate the place where the plates or measuring cup or cutlery should be laid.

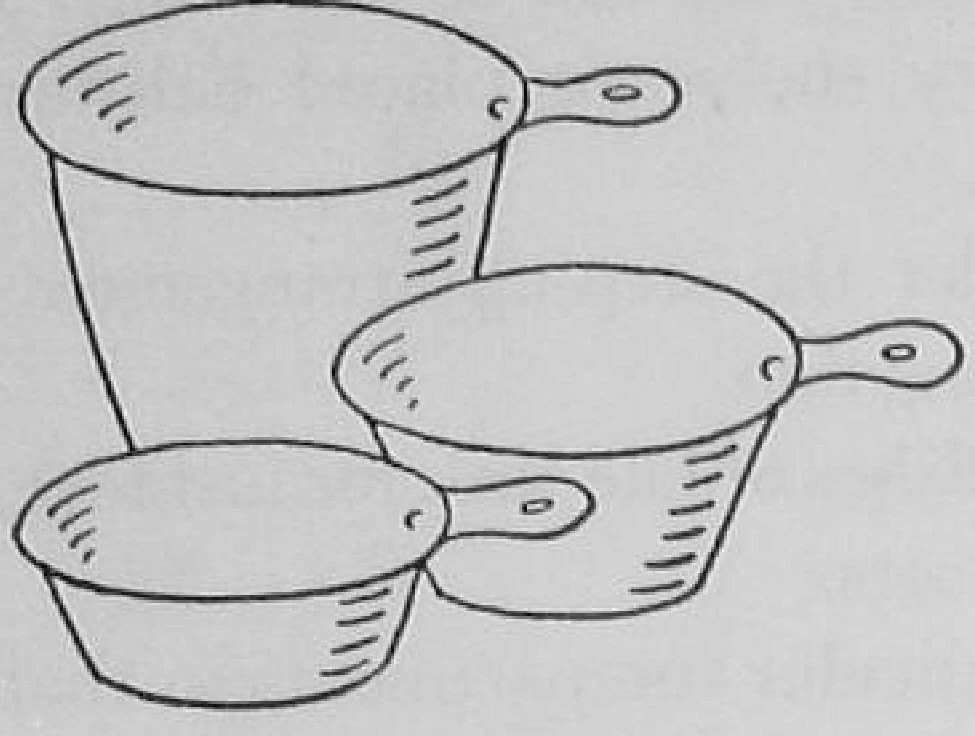
UTENSILS

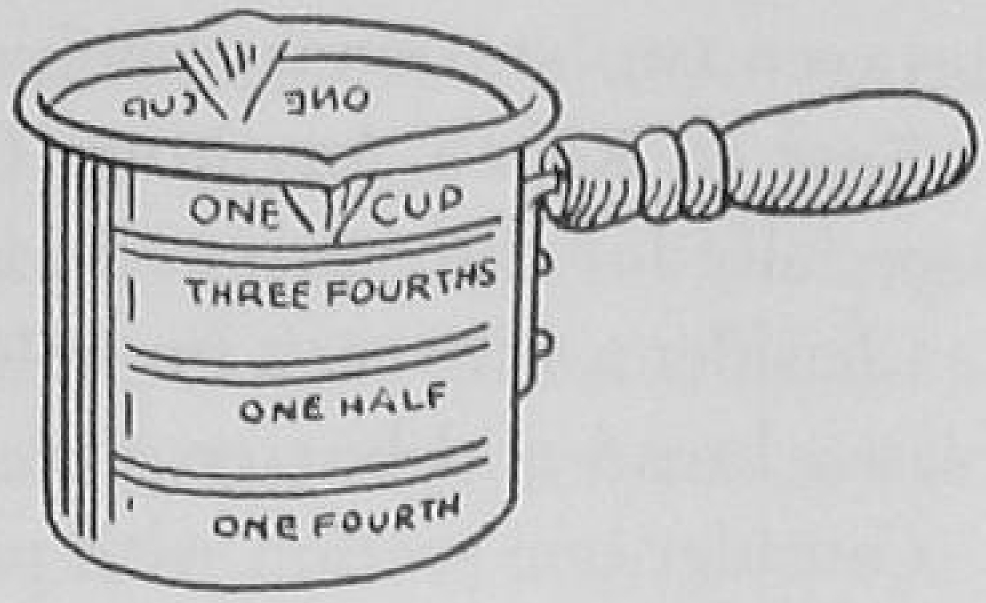
Now we introduce you to the utensils.

Measuring Devices. Desirable qualities: exactness, easy-to-read markings.

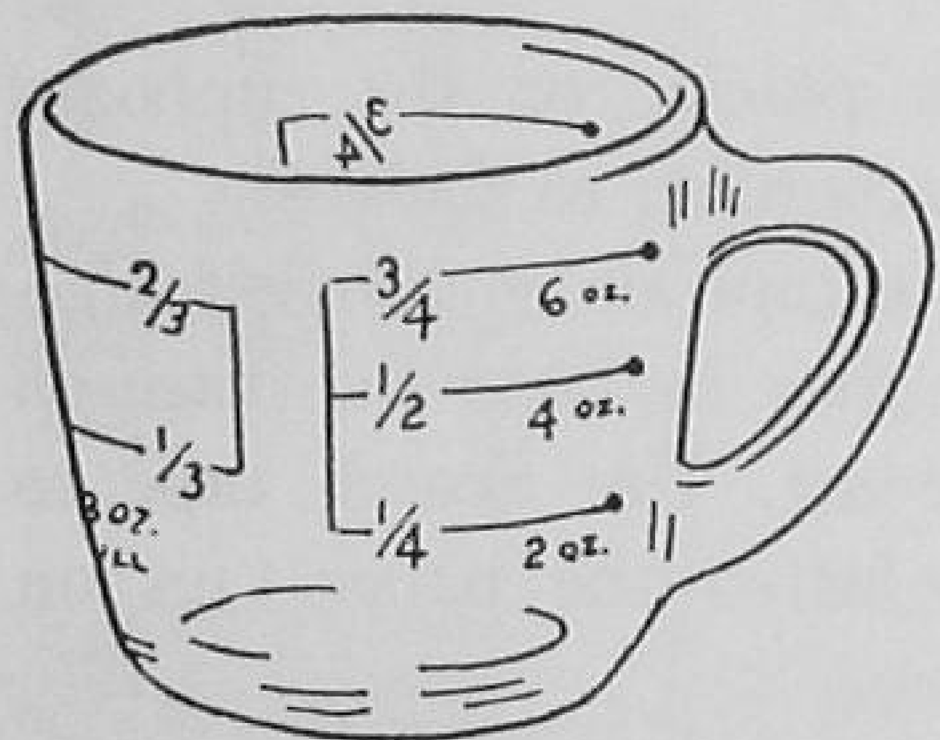
Pair of scales — platform large enough to hold large containers; face shows pounds and divisions thereof.

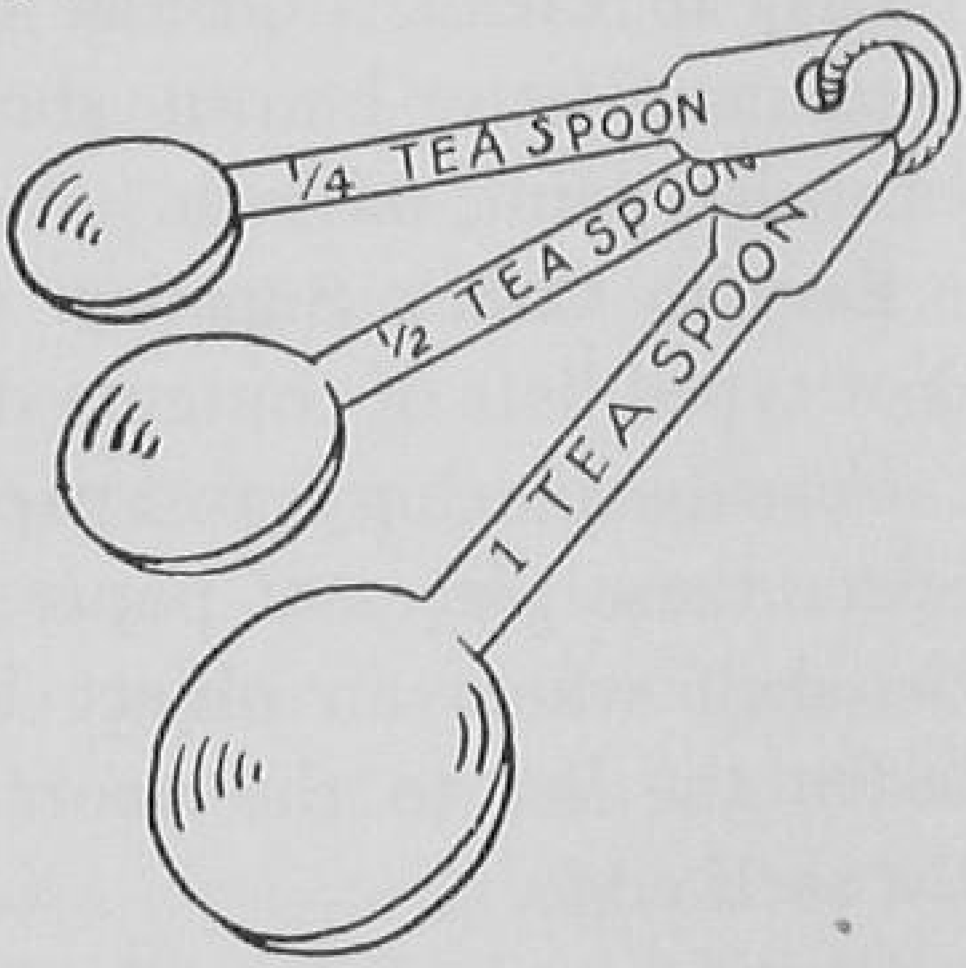
* *Measuring cups* — aluminum with a wooden handle extending at right angles to the cup; glass is excellent for anything



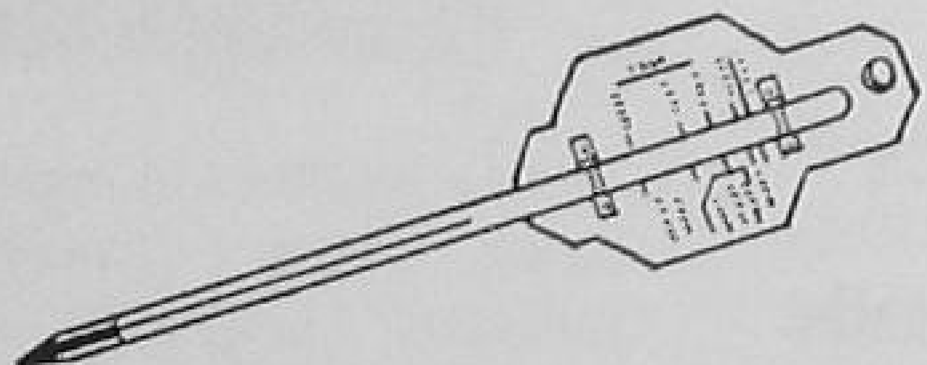


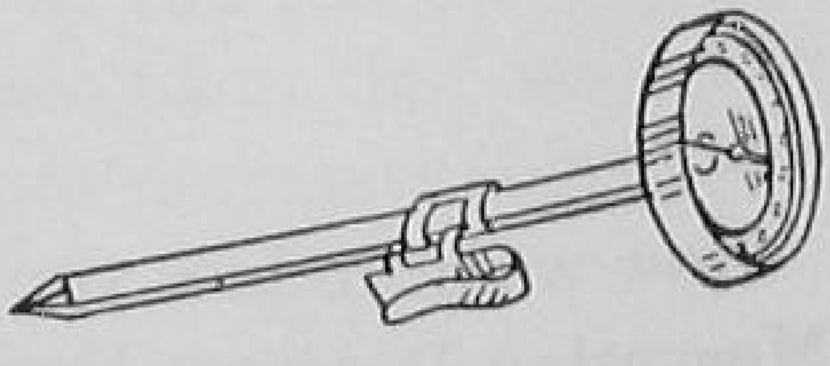
but boiling liquids; set consisting of quarter cup, third cup, and full cup is useful. Since both wet and dry ingredients frequently have to be measured for the same recipe, why not have at least two measuring cups?





* *Measuring spoons* — rounded bowls; size indicated on handle makes these practical.



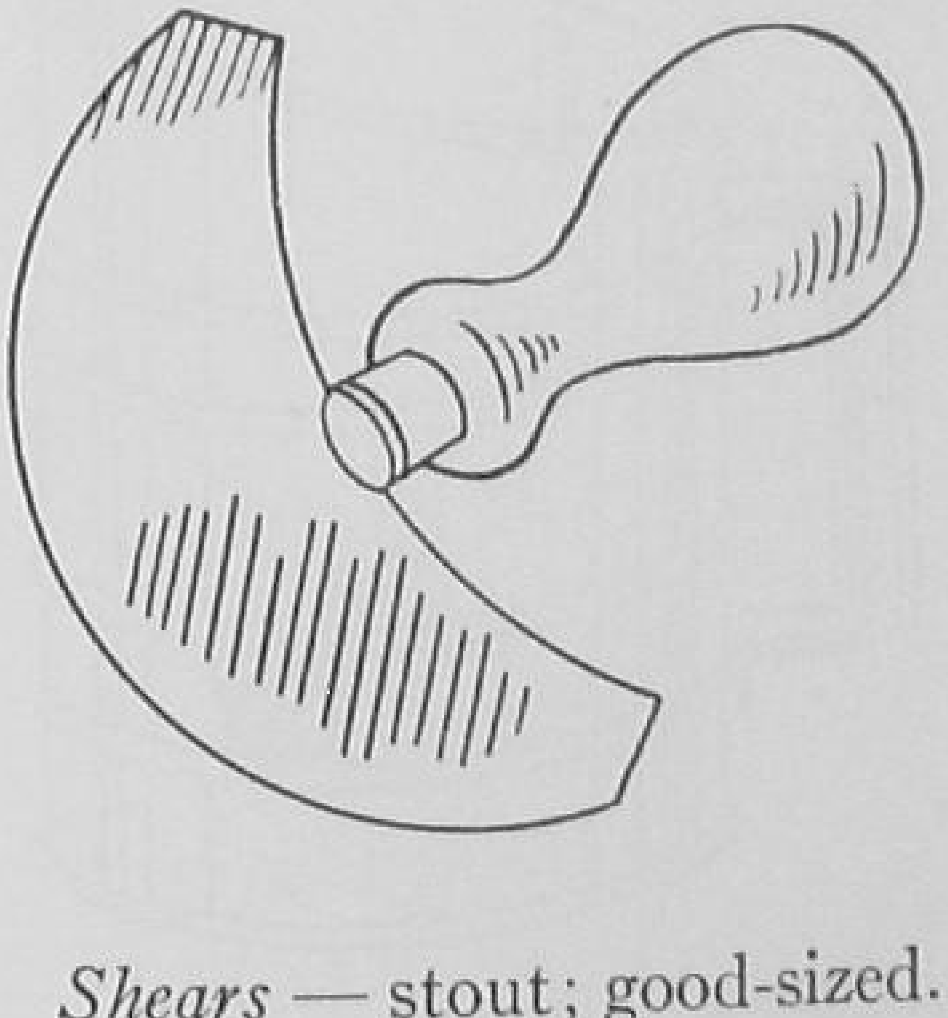
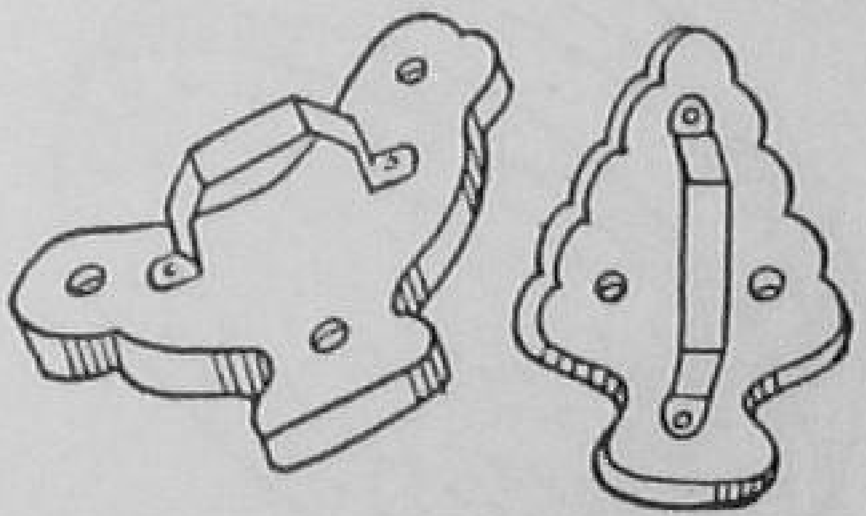


Thermometers (oven, meat, candy and deep fat, refrigerator, room) — their use is recommended.

* For the footnotes to this section, see page 259.

Cutting and Chopping Utensils. Desirable qualities: well-shaped blades that hold an edge, blades securely fastened in handle, good balance between blade and handle.

* *Knives* -- paring: good point, handle to fit hand, blade somewhat flexible.
bread: serrated or saw-tooth edge.
general utility: flexible blade; well-shaped.
carving: extra good steel; good balance; handle not so smooth that it slips in the hand.
chopping: may be double-bladed; shaped to fit the curve of the chopping bowl; handle easy to hold.

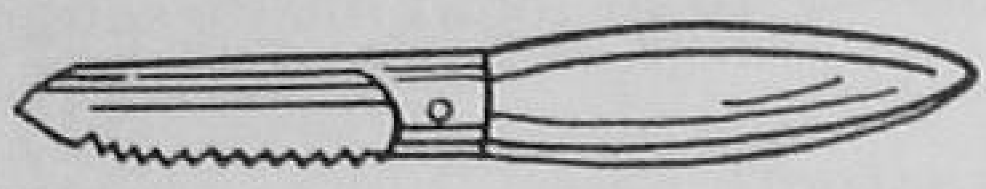
Shears — stout; good-sized.

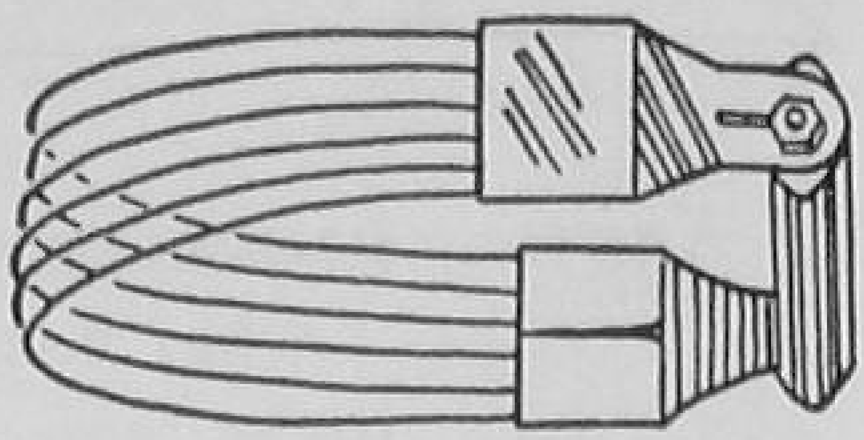
* *Cookie and sandwich cutters* — varied shapes and sizes; not too elaborate; easy to hold handle; small hole in top of cutter to let air through so cutter can be lifted easily; fairly sharp edge to cut dough or bread.

Can openers — with better kinds it is not necessary to hold the hand on the top of the can where the blade may cut the hand if the opener slips; blade should round the edge of the tin as it opens the can.

Meat grinder — should have varied sizes of cutting knives; some device to attach grinder to solid surface of table or workshelf without marring the surface.

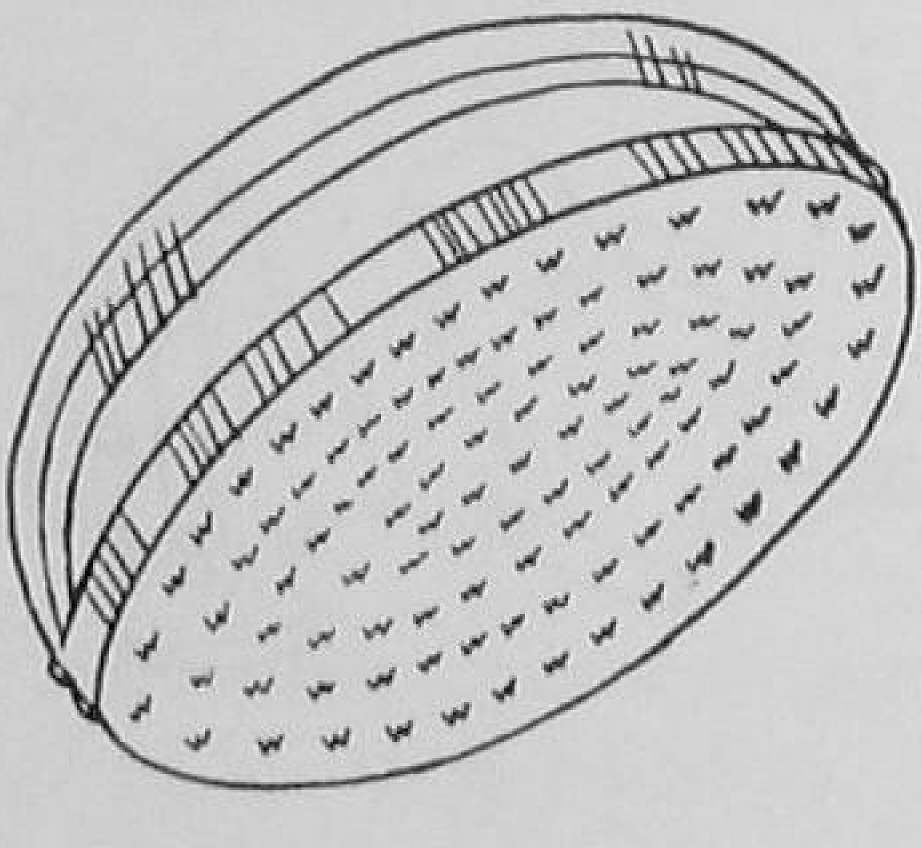
Apple corer — sharp edge; sturdy construction.





† *Pastry blender* — sufficient number of strong and flexible wires; easy-to-hold handle.

† *Graters* — small oval with a rounded straplike handle is convenient for onions, nutmeg, oranges, lemons, etc.; points of projecting perforations should be sharp but stiff.

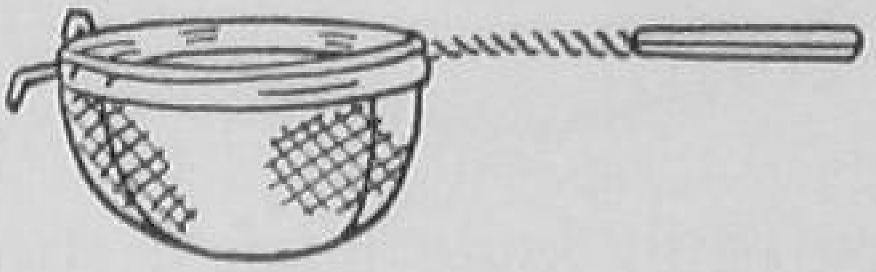


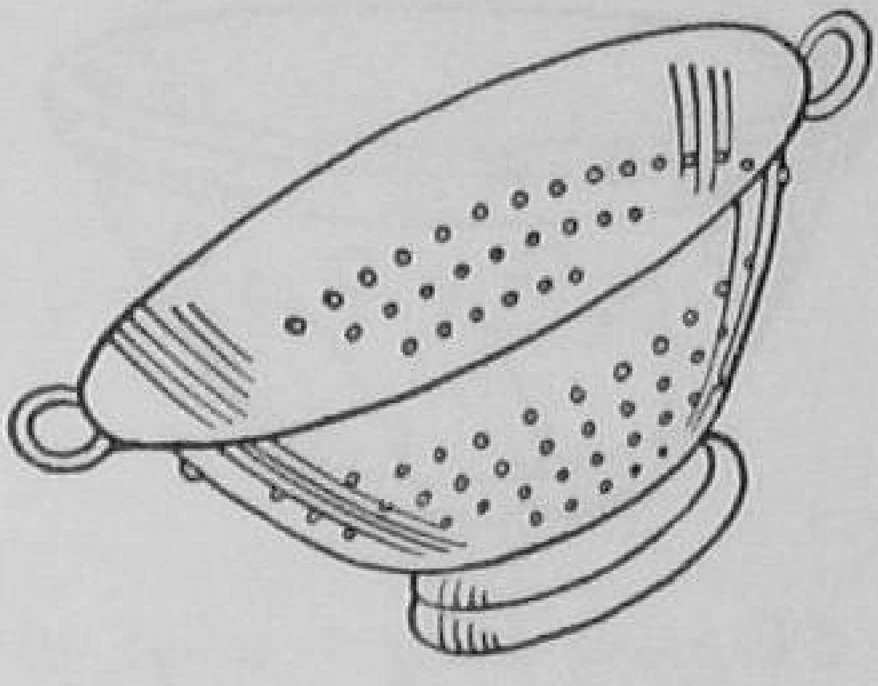
Sieves and Sifters. Desirable qualities: easy to clean, wire mesh of desirable size, handle well placed for balance, strong enough to last a reasonable time.

* *Flour sifter* — two sizes are desirable: one holding a cup, the other holding four cups.

* *Purée sieves* — select sieves with re-enforced frames so the pressure of the spoon or roller against the sides of the sieve does not pull the wire from the frame; be sure a wire hook is

attached to the frame directly opposite the handle, then the sieve rests across the top of the container over which it is set.

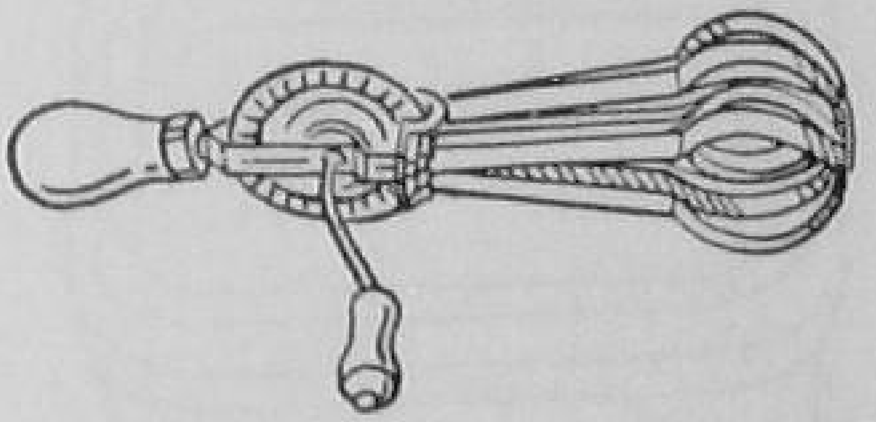


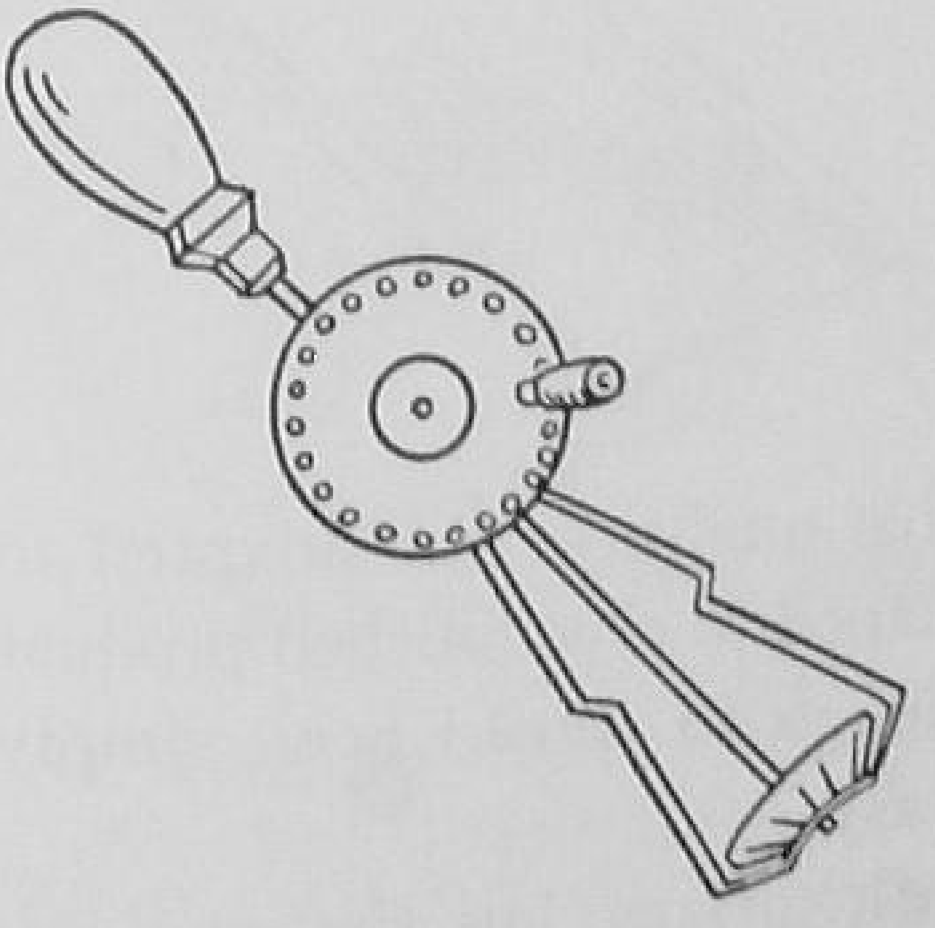


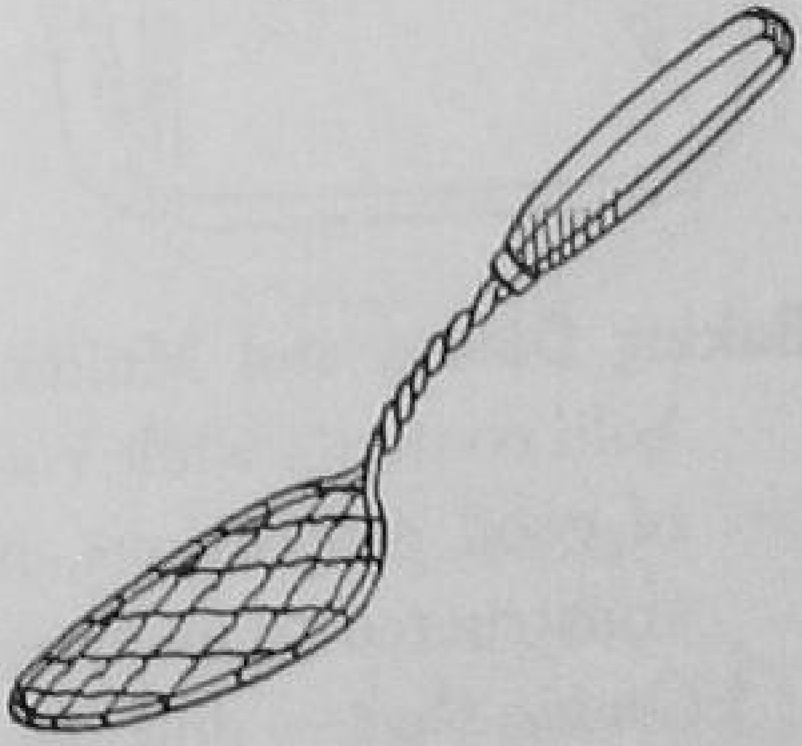
Colander — preferably heavy aluminum; deep collar to fit into container over which colander is set; holes in bowl of colander so placed that food does not run over.

Beaters and Whips. Desirable qualities: simple construction, non-rusting, beat air in quickly.

* *Egg beater* — have one at least small enough to fit into cup or small bowl; beaters built to cut the work in half have double action.



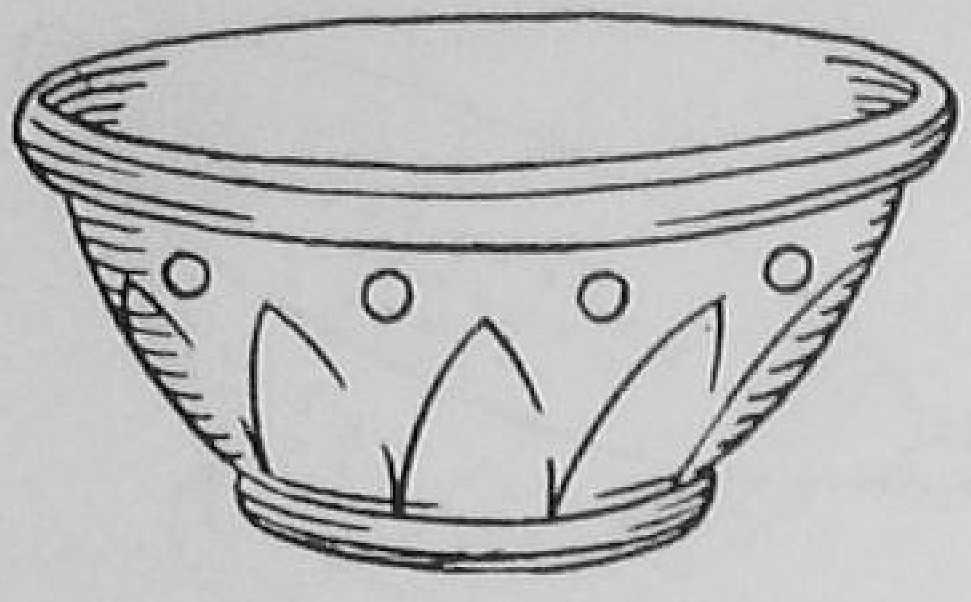
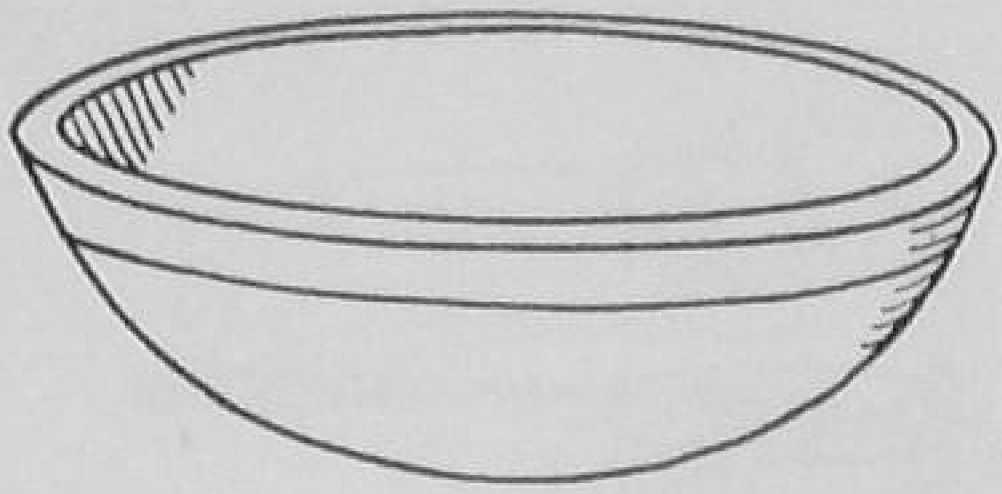




* *Egg whip* — strong, easily grasped handle; wires attached smoothly so loose ends do not catch on towel.

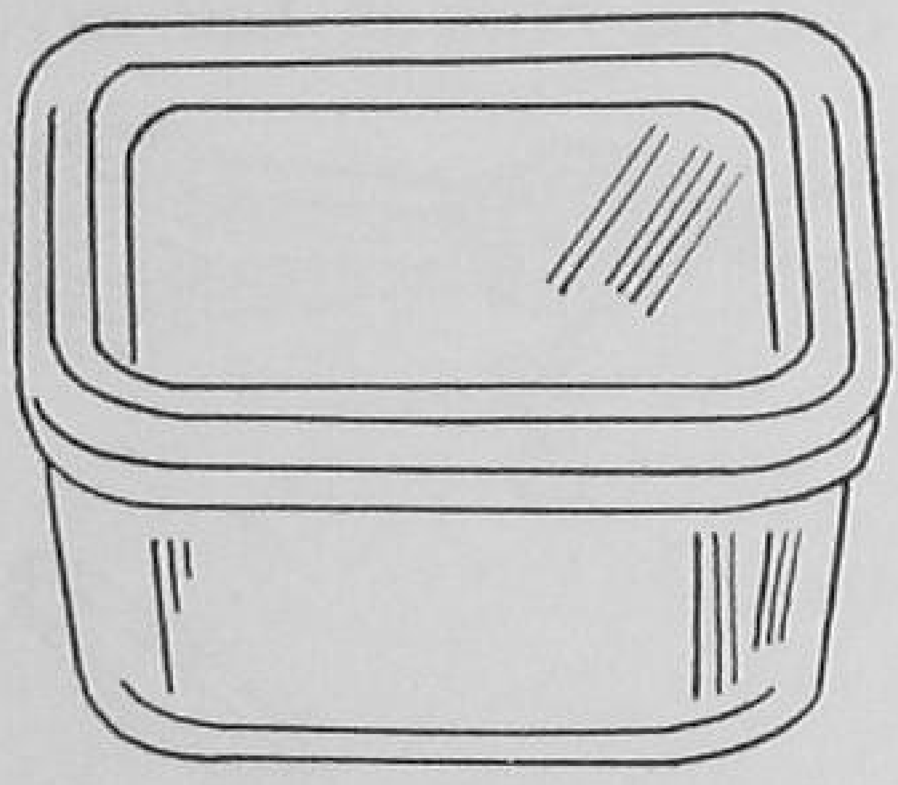
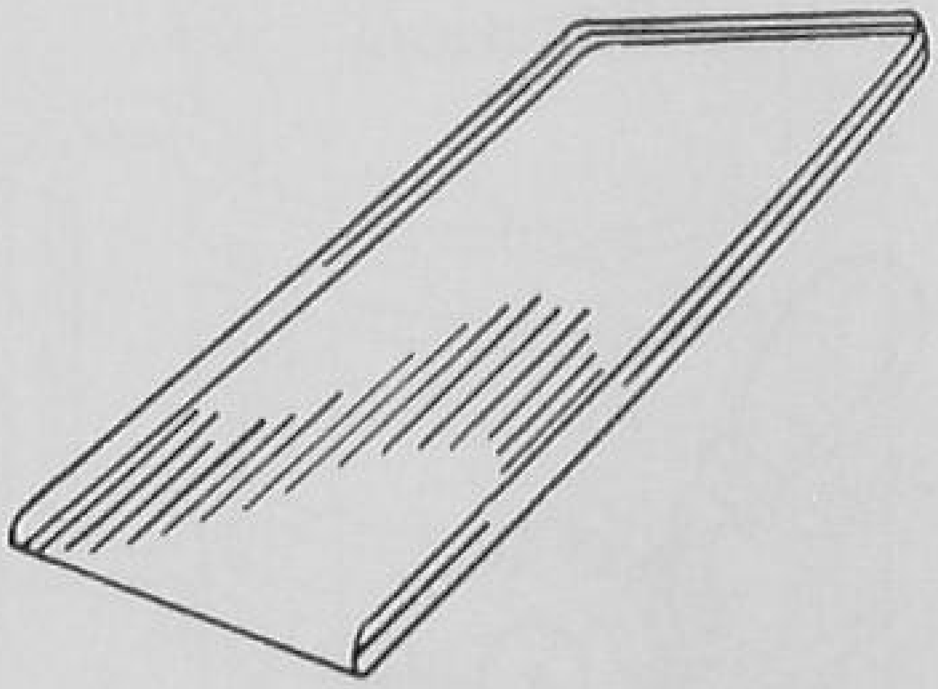
Mixing Bowls and Refrigerator Dishes. Desirable qualities: firm bottom, easy to clean, good size, smooth inner surface which does not discolor the batter.

* *Mixing bowls* — attractive pottery ones add color to the kitchen.

Chopping bowls — wood, of a shape to fit knife blades; size sufficient to hold food while being chopped without spilling over onto table.

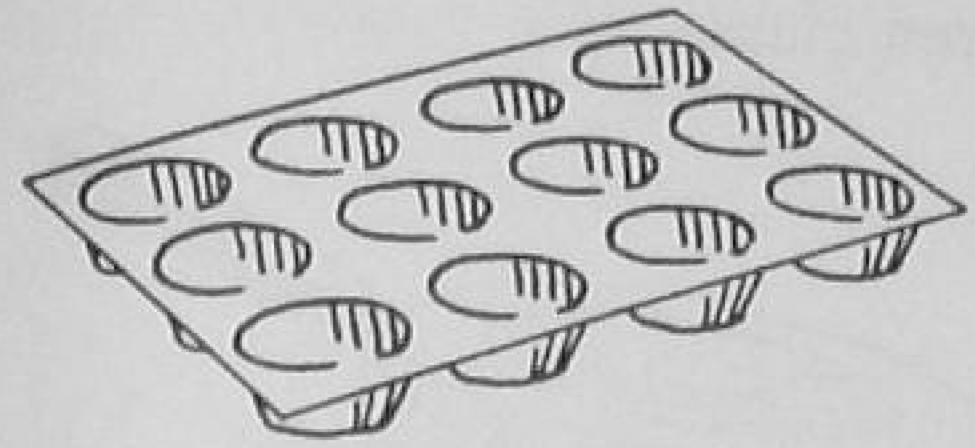
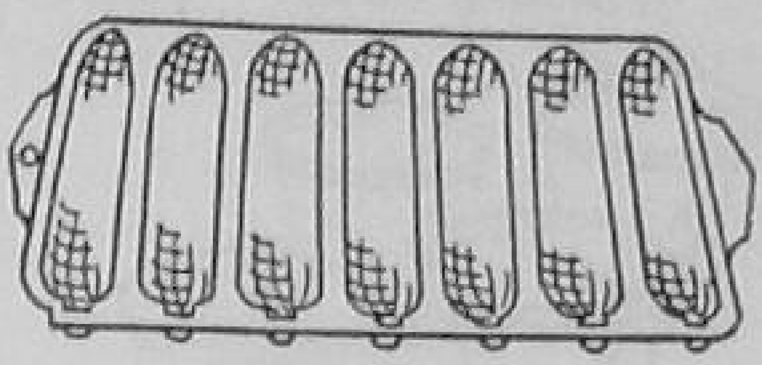
Refrigerator dishes — preferably glass because glass is transparent; preferably straight-sided so that they take less room in the refrigerator; may need to be equipped with covers of glass or of a treated textile.

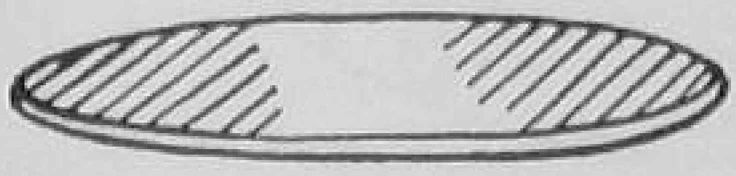
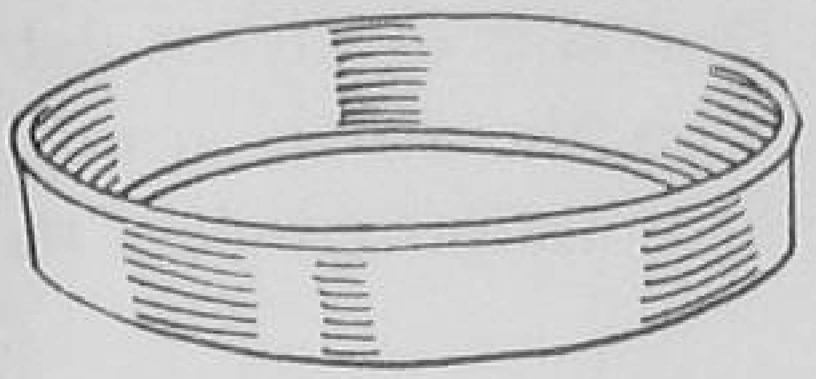
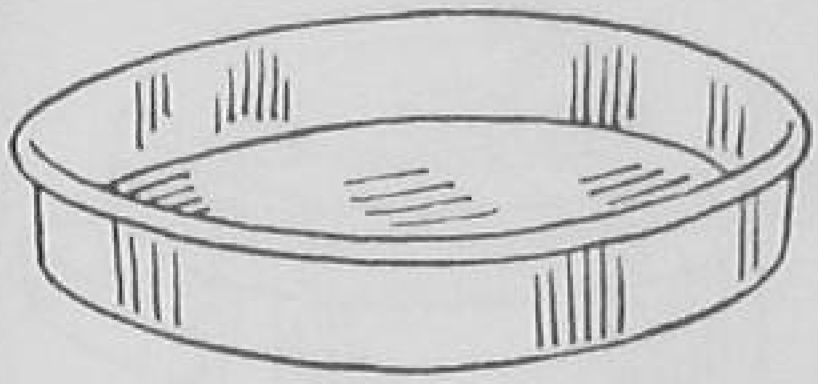
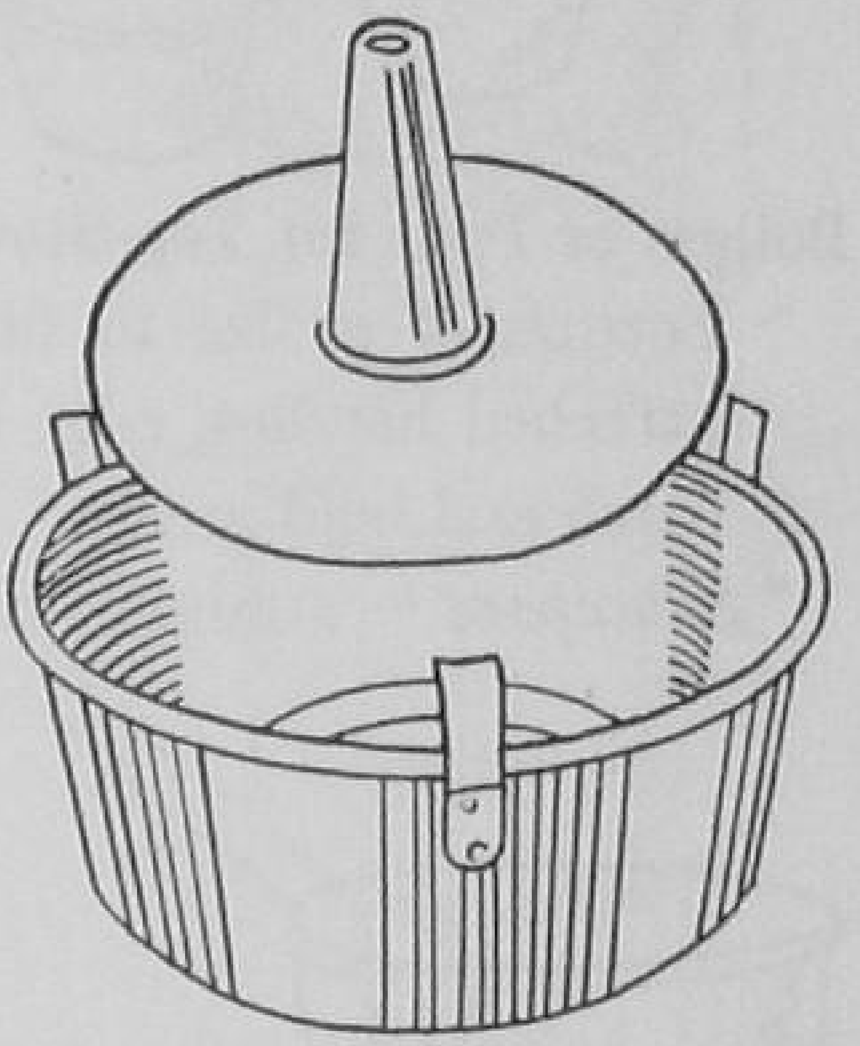
Baking Dishes and Molds. Desirable qualities: size adapted to hold contents while cooking, shaped to give finished product of good proportions, heavy enough to spread heat, simply constructed to make washing easy.

† *Cookie sheet* — dull finish; smooth surface; low rim on sides; should fit into oven leaving space around ends and sides so that heat can circulate.

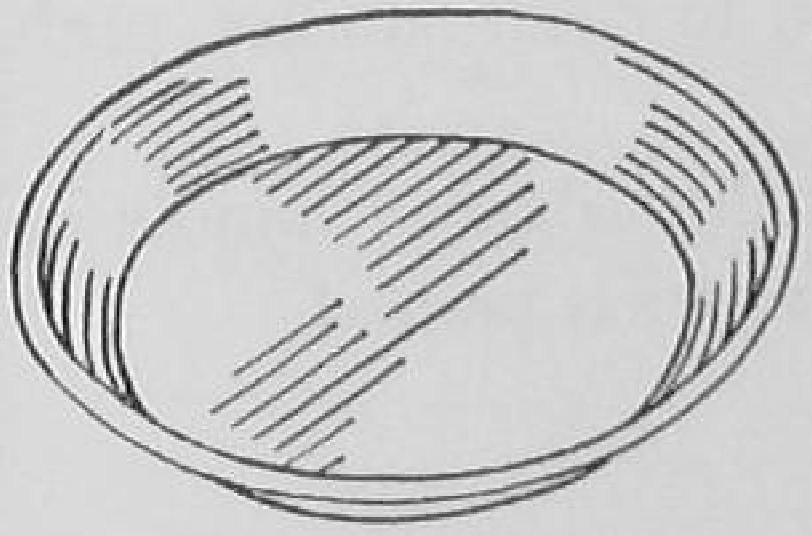
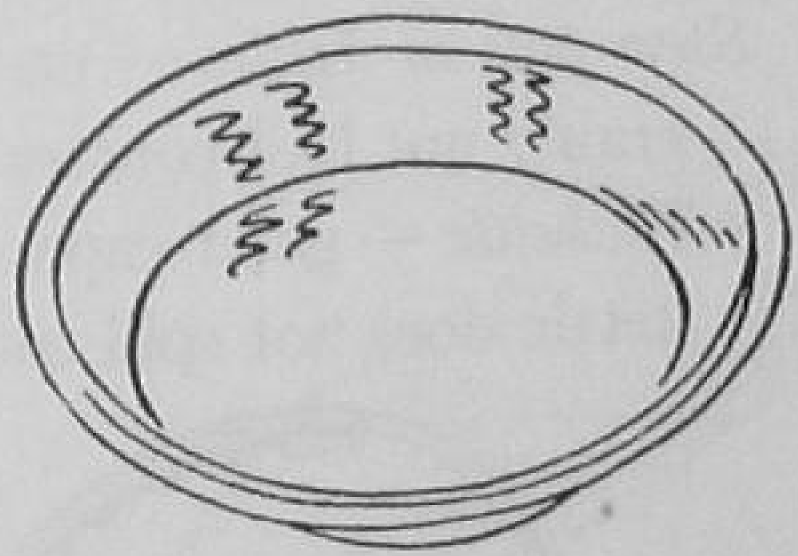
† *Muffin pans, cornstick pans, etc.* — number of wells adapted to number of baked muffins or other hot breads desired; heavy sheet or cast aluminum most desirable.

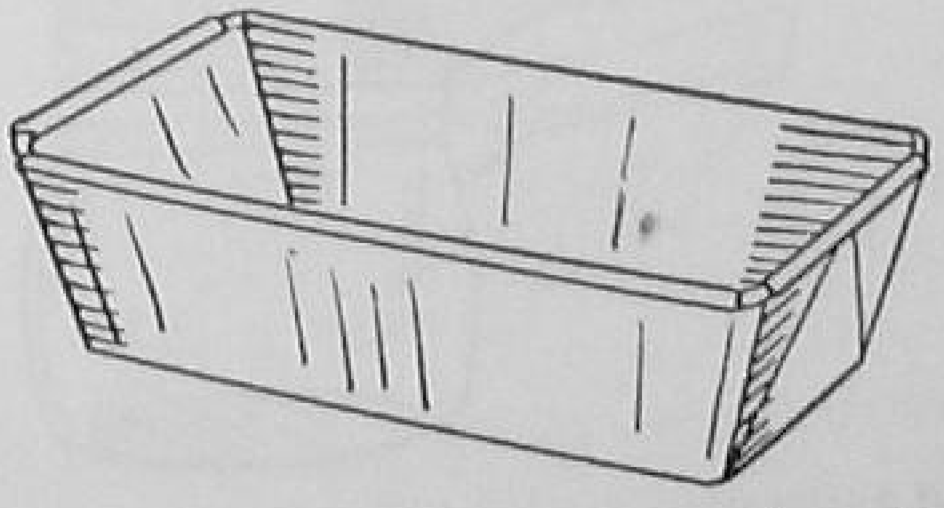
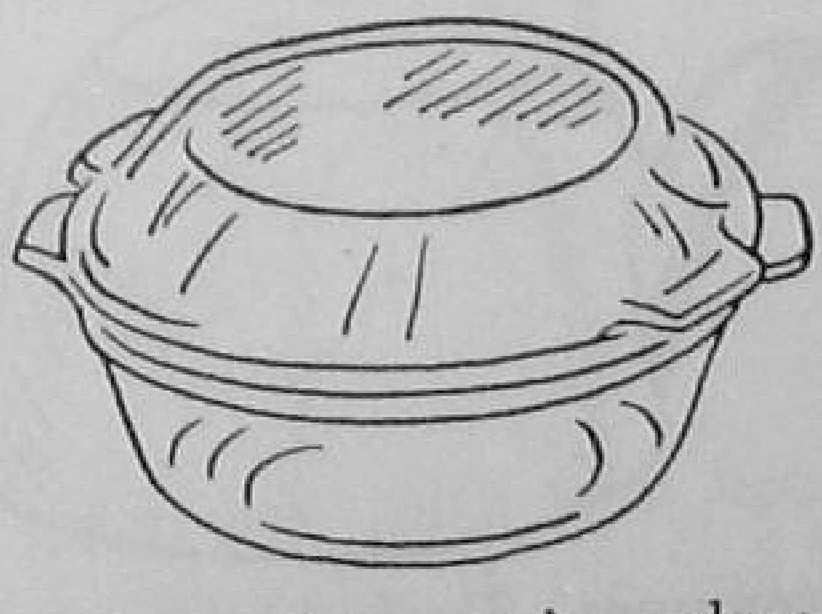
† *Cake pans* — right proportion; preferably aluminum.

† *Pie plates* — deep enough to hold contents; good rim; oven glass most desirable.

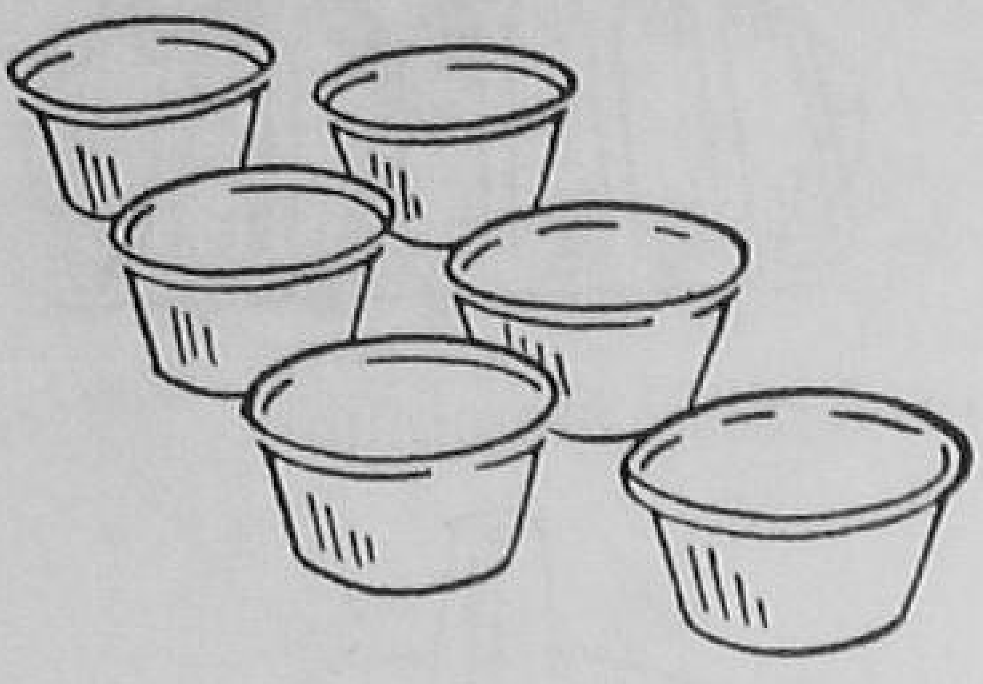



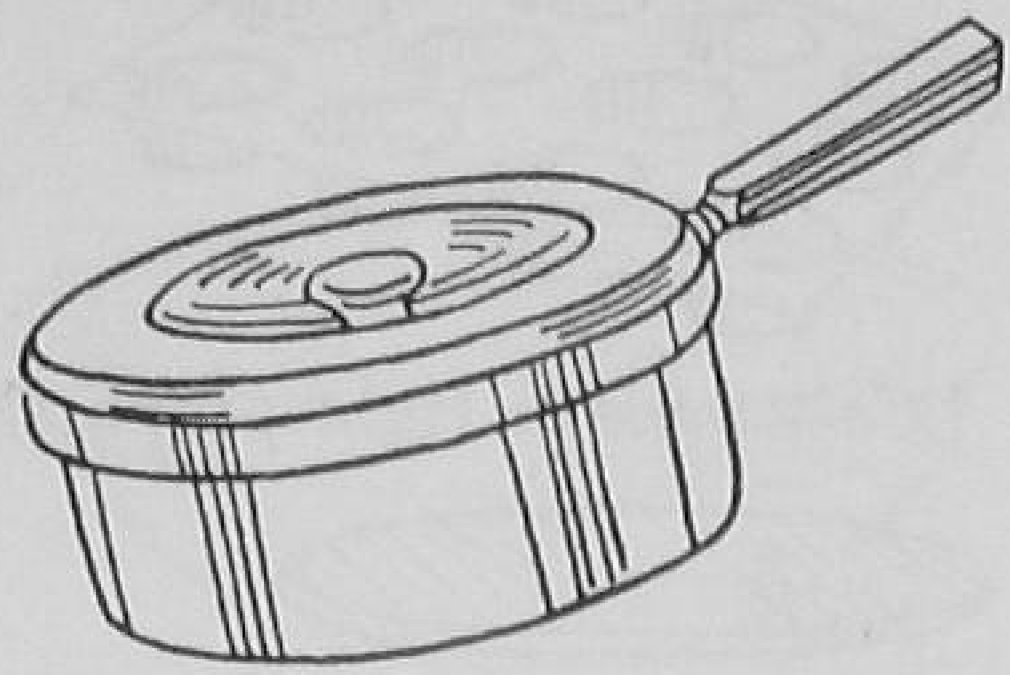
† *Bread pans* — block tin or heavy aluminum.

† *Casseroles* — attractive appearance for table service; close-fitting cover; pottery, oven glass, both desirable.

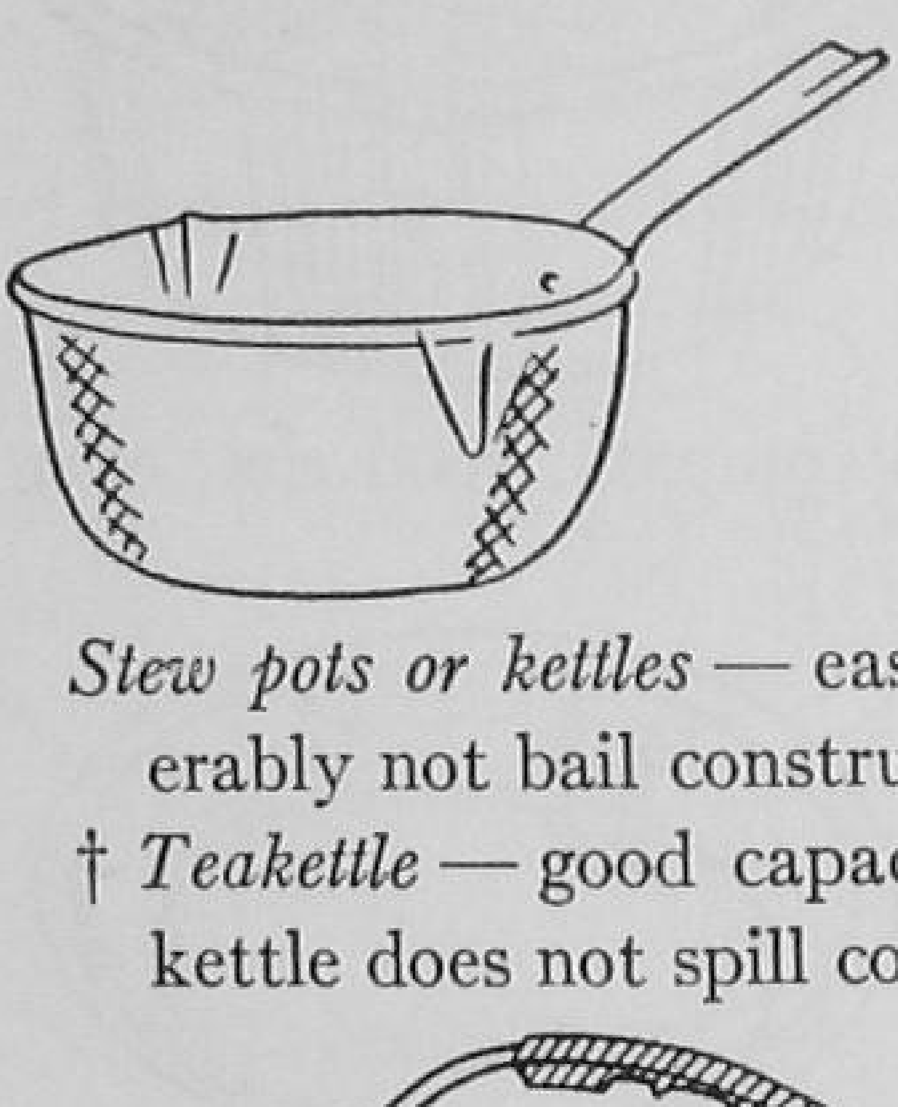
* *Custard cups* — preferably of oven glass.

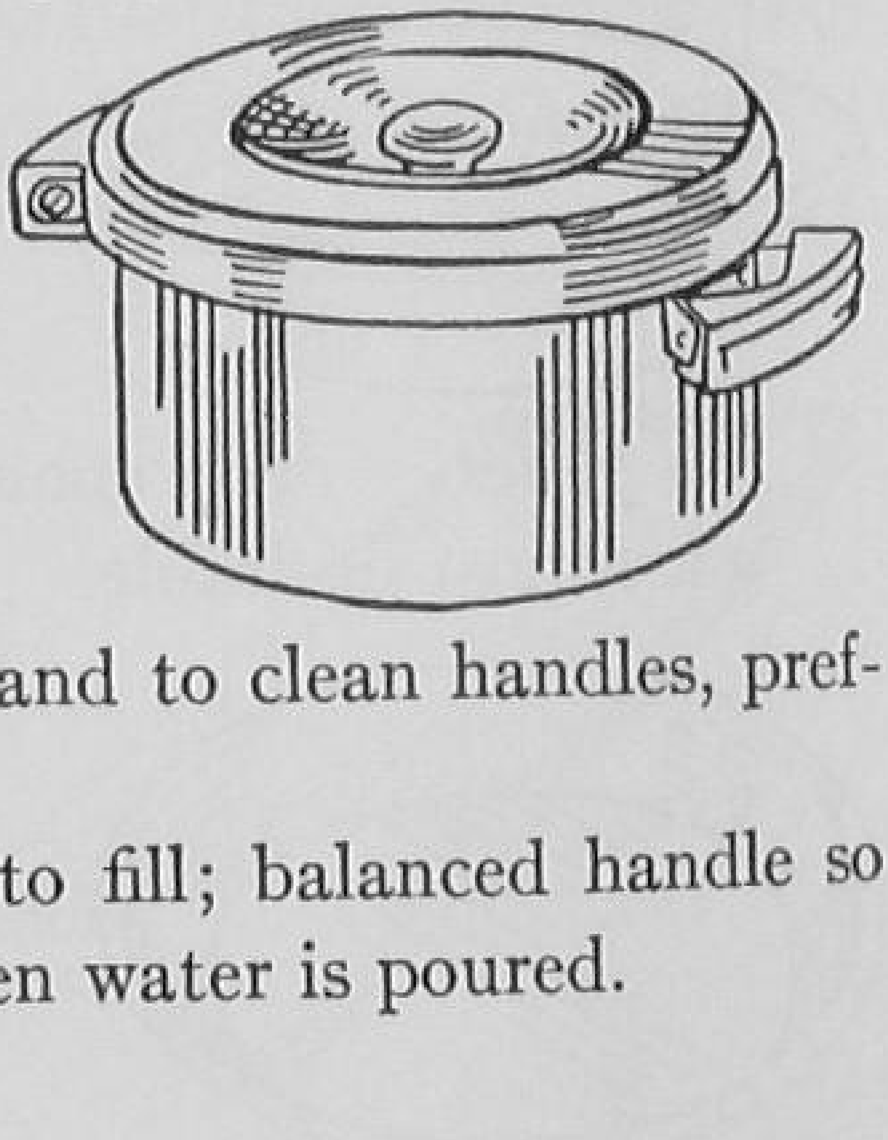




Boilers or Pans for Top-Stove Cooking. Desirable qualities: flat bottom of a size to fit the burners on the stove, firmly attached handles, edge finished so there are no crevices to catch and hold grease.

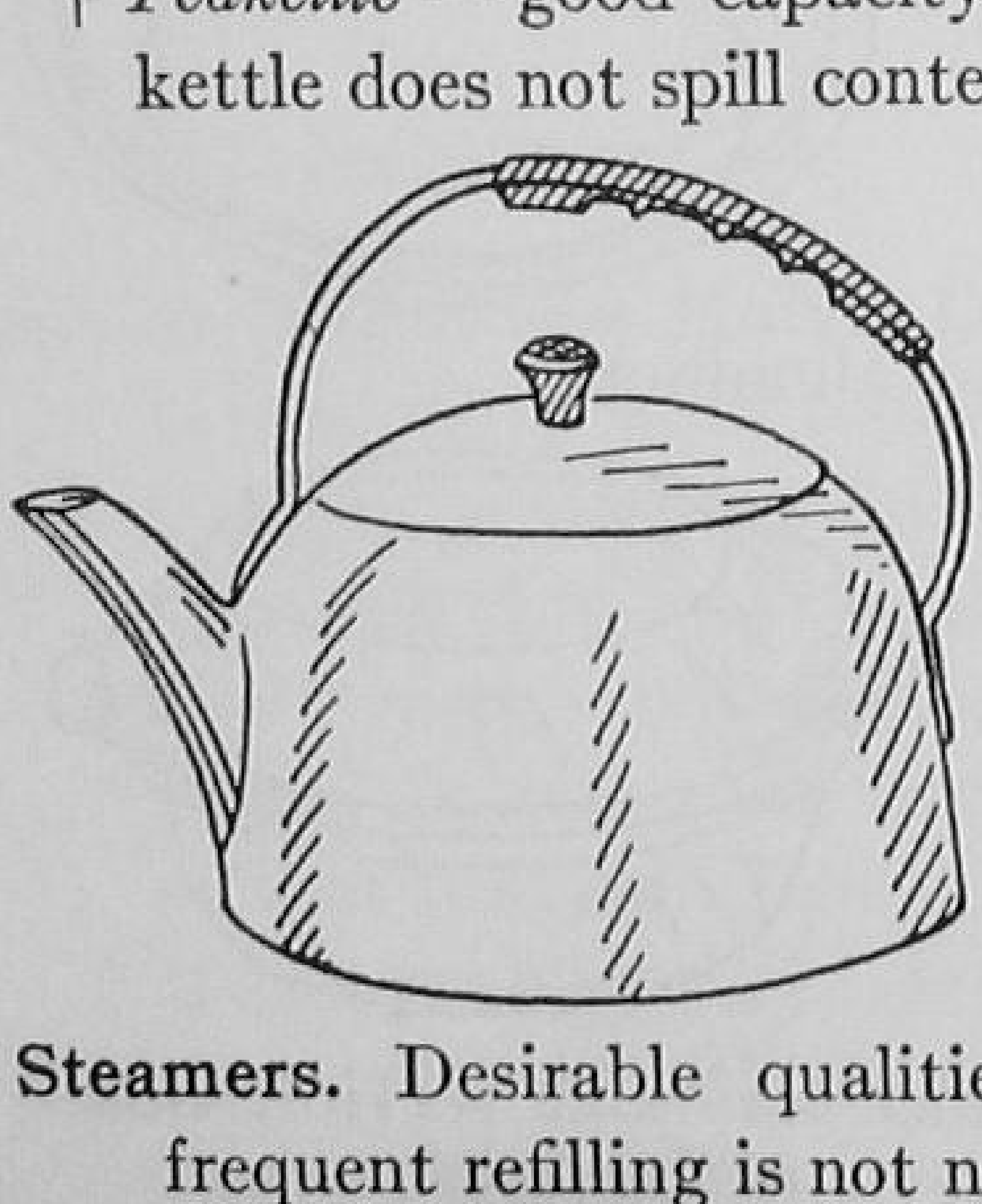
* *Saucepans* — straight sides; pouring lip; well-fitting cover.

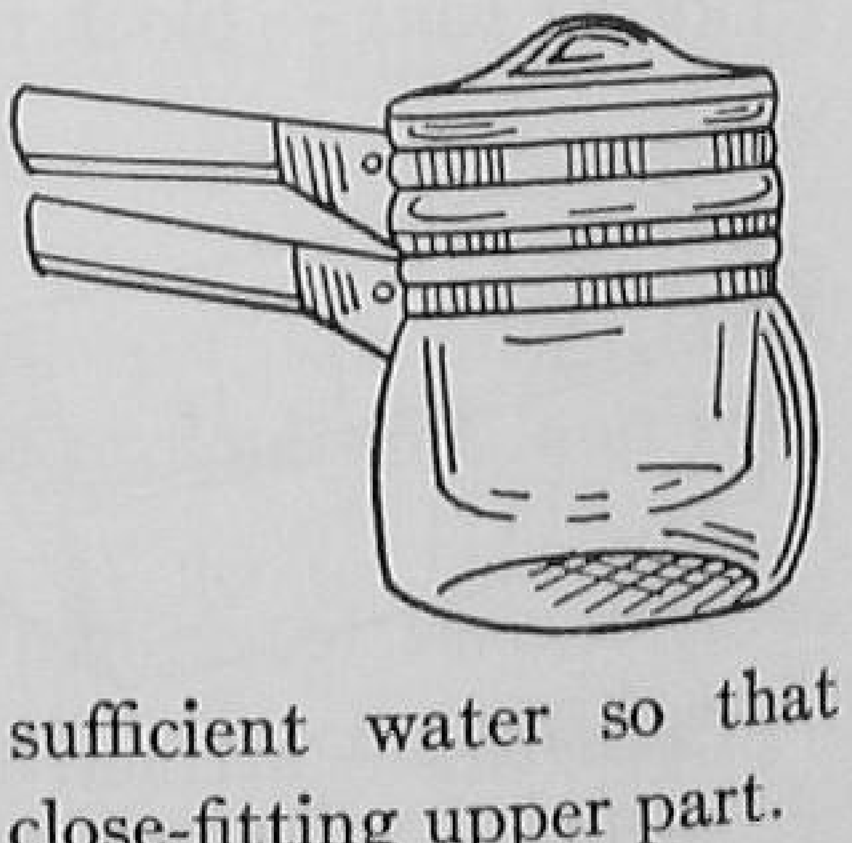




Stew pots or kettles — easy to hold and to clean handles, preferably not bail construction.

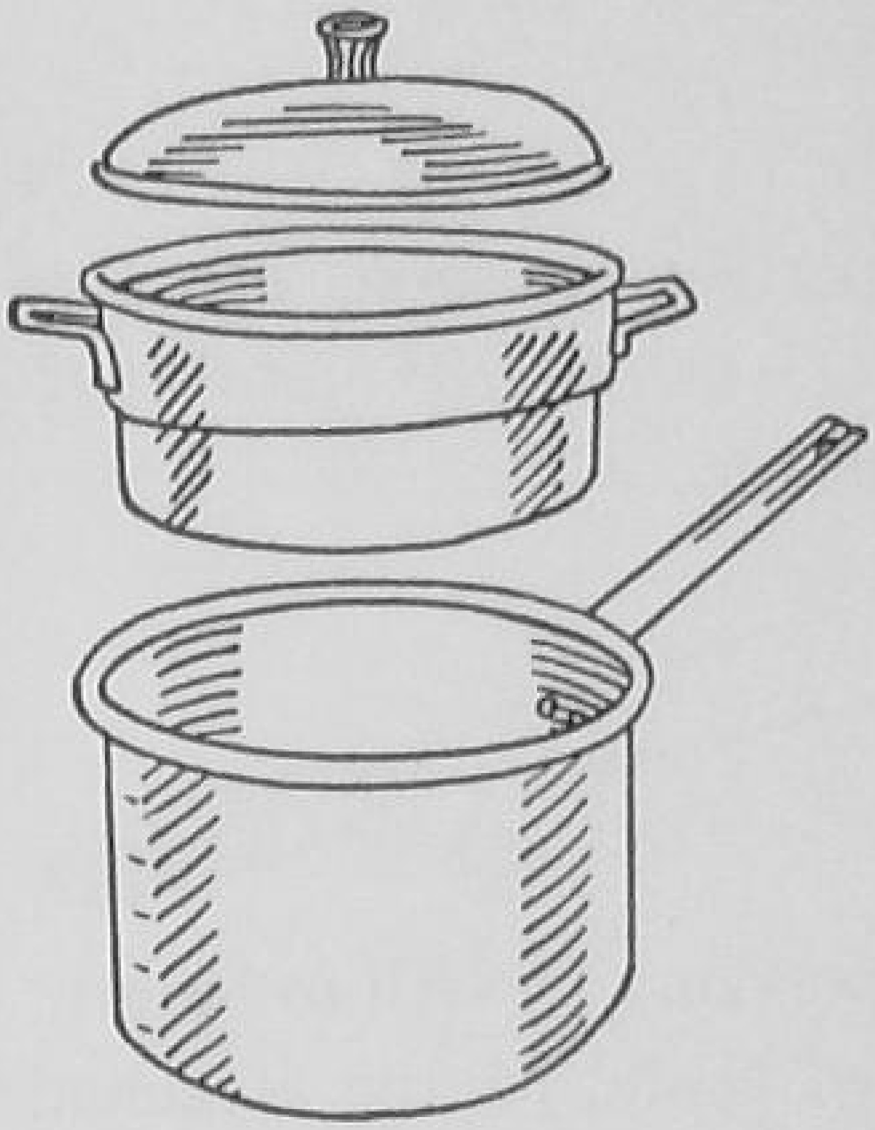
† *Teakettle* — good capacity; easy to fill; balanced handle so kettle does not spill contents when water is poured.

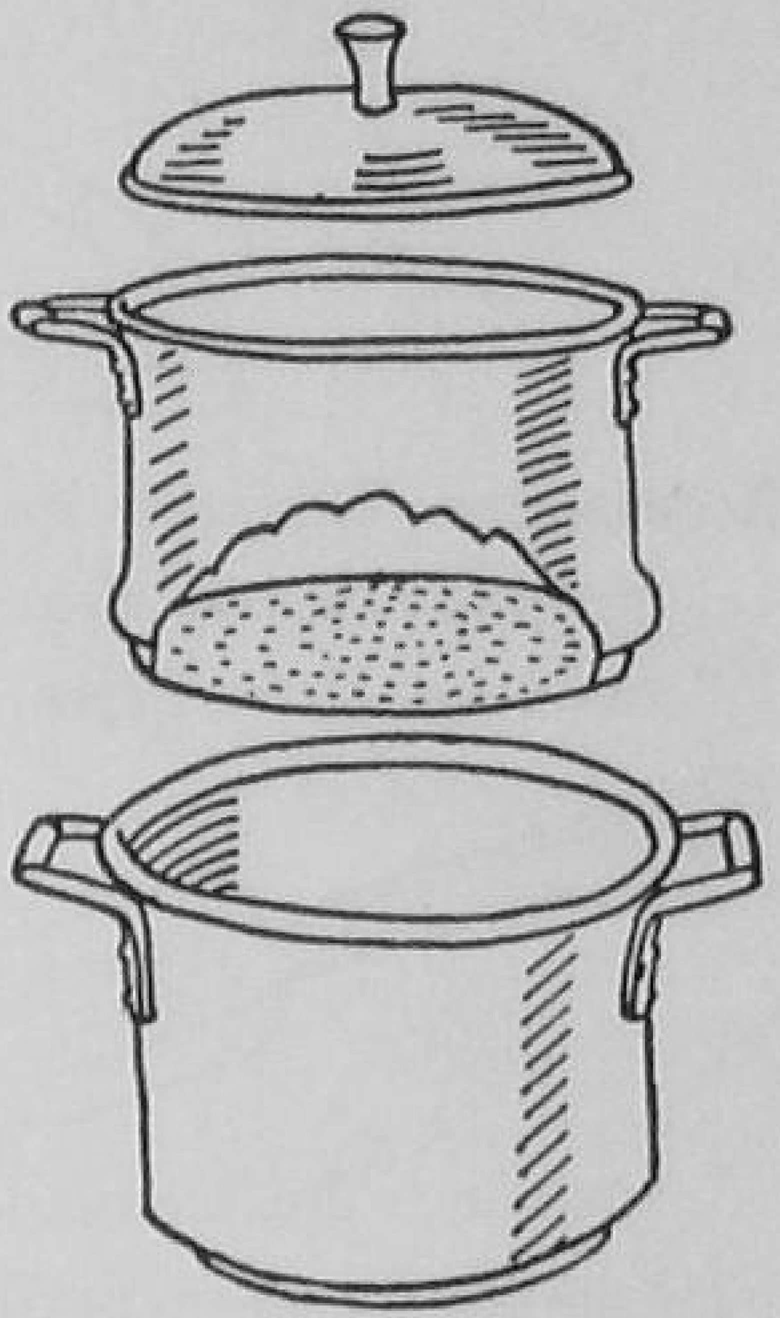




Steamers. Desirable qualities: hold sufficient water so that frequent refilling is not necessary, close-fitting upper part.

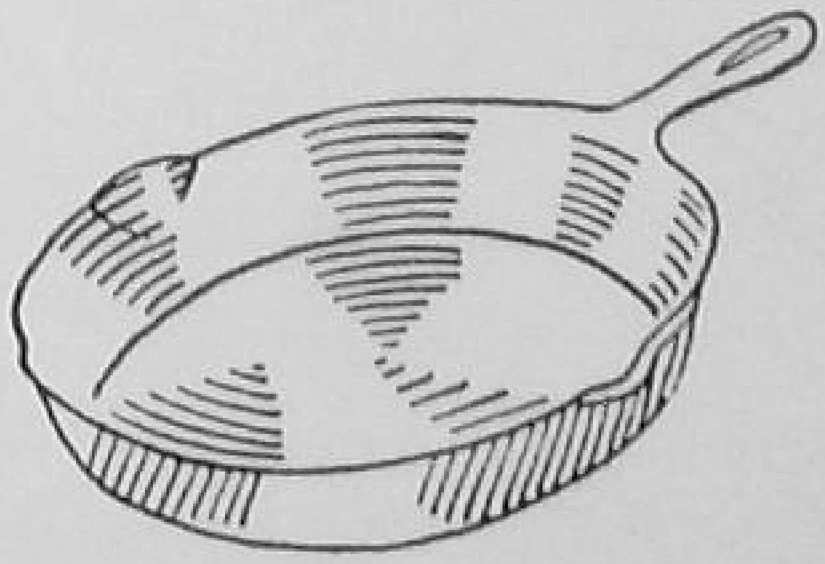
* *Double boiler* — heavy aluminum or glass desirable; cooking is done by dry heat which comes from the boiling water in the under part of the boiler.

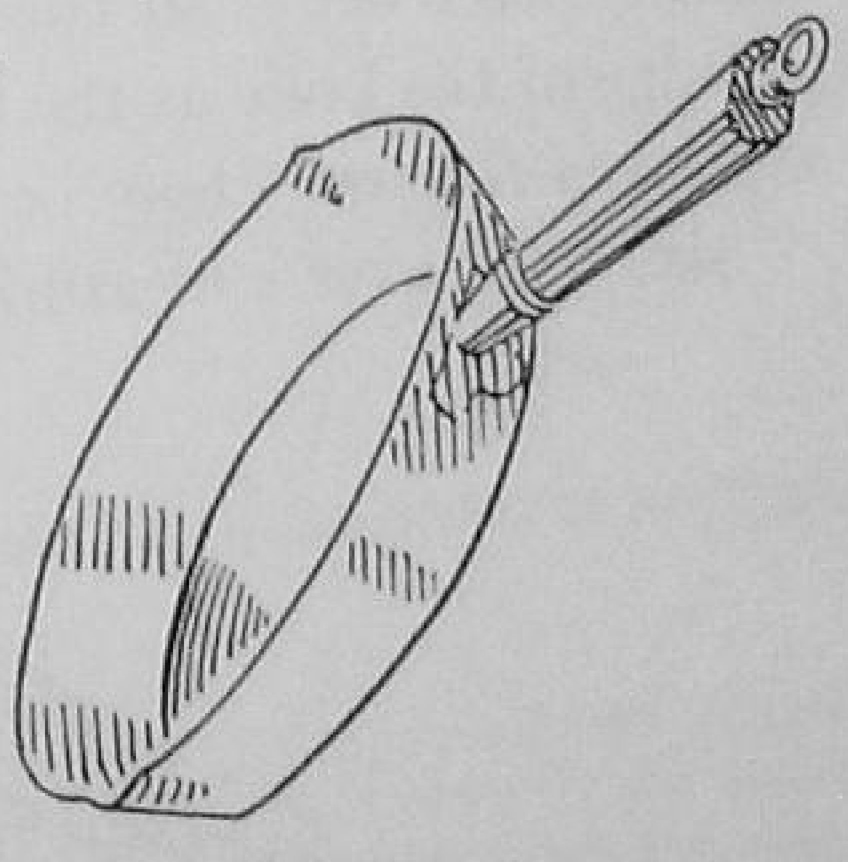




Two-part steamer — upper part has flat perforated bottom; live steam rises through perforations; colander may be substituted but rounding bottom limits amount of food which can be steamed.

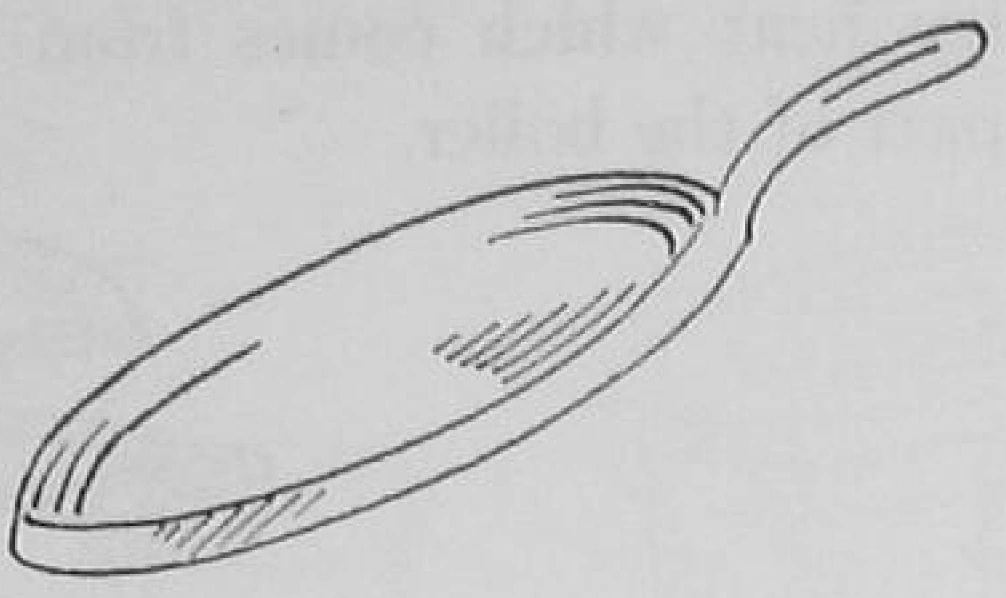
Fryers. Desirable qualities: heavy enough to spread heat; fire-resistant handles, easy to clean.





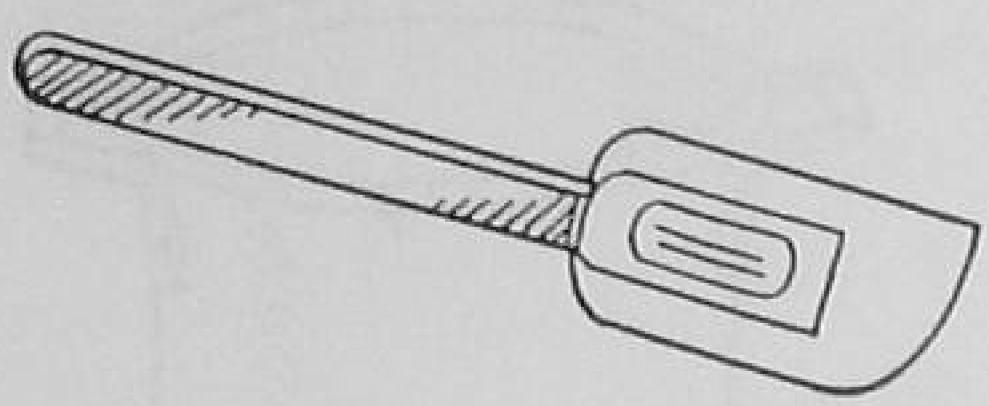
* *Frying pans* — have varying sizes; iron with iron handle attached is generally satisfactory even though the iron has a tendency to rust ; straight sides; pouring lip.

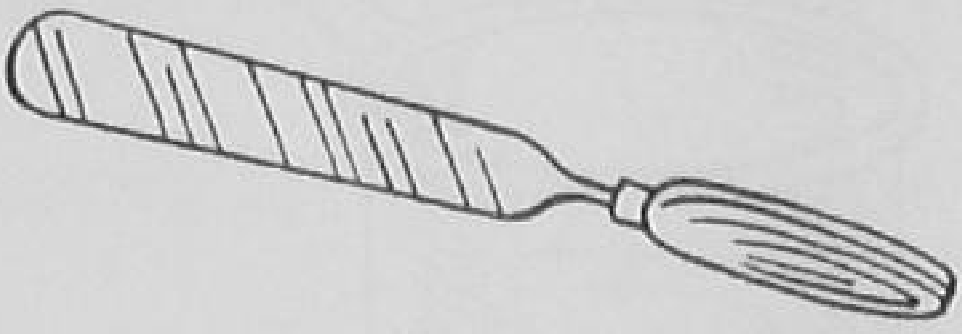
Griddle — smooth surface; low rim; heavy enough to spread heat.



Accessories. Desirable qualities: simple construction, fitted to purpose, easy to clean.

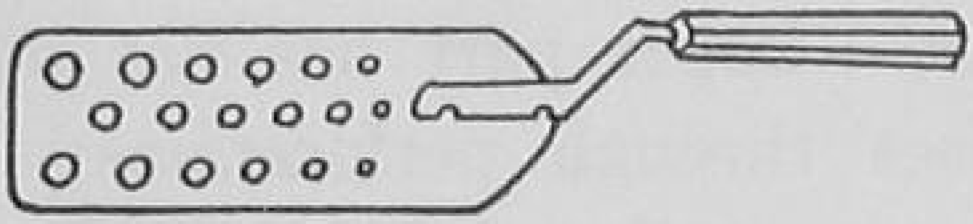
* *Bowl and dish scraper* — flexible rubber.





* *Spatula* — flexible blade; good proportion of width to length.

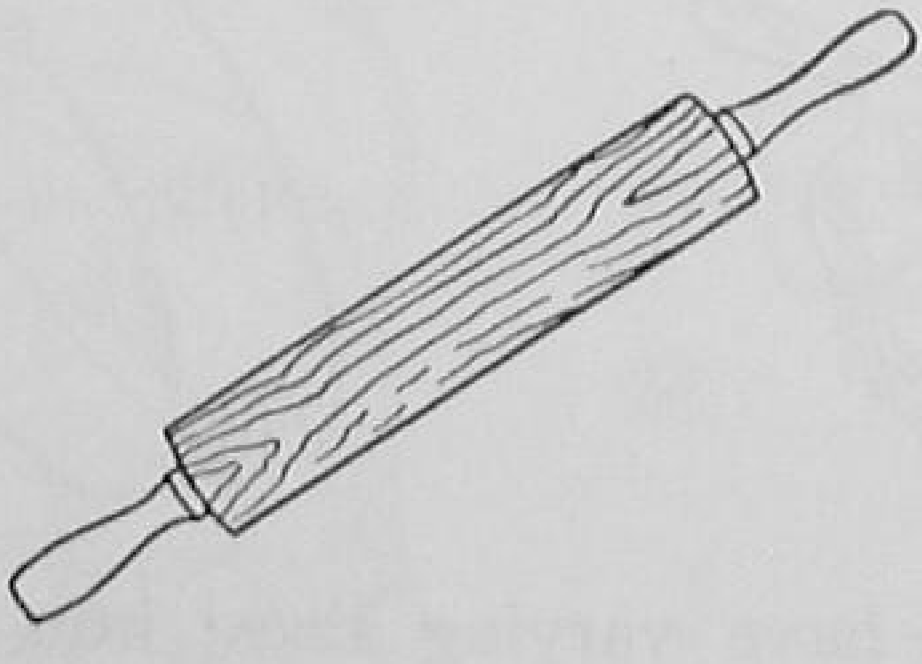
† *Pancake turner* — flexible perforated blade; handle attached



at such an angle that blade can be slipped under pancakes, bacon, eggs, etc.

Knife sharpener — so constructed that it does not turn the edge of the knife as the blade is being sharpened.

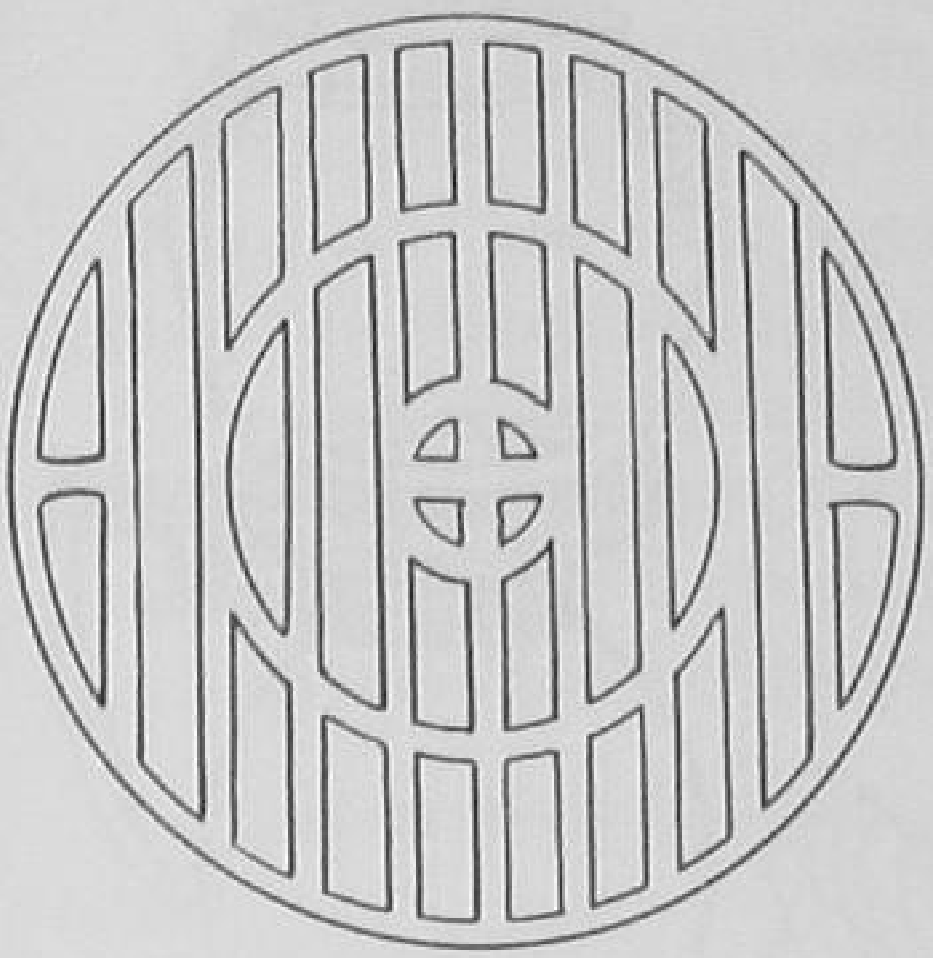
† *Lemon reamer* — may be of glass or aluminum; should be of size to fit over a measuring cup.

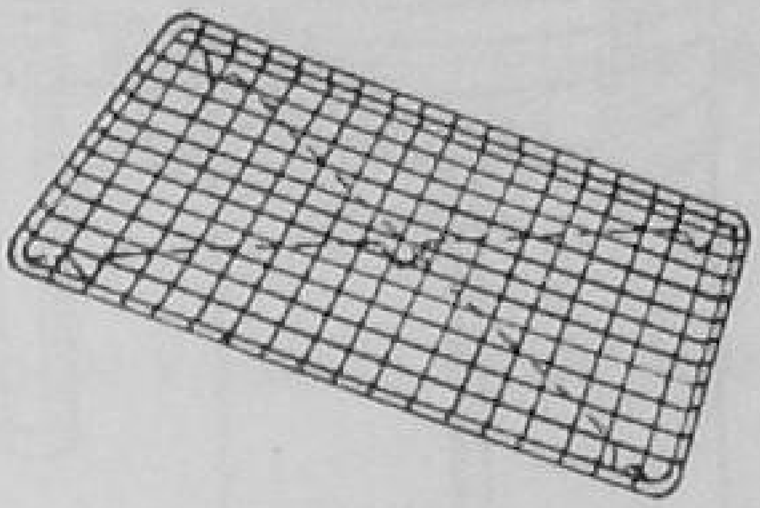


* *Rolling pin* — smooth, hard wood; stationary handle.

* *Pastry board* — smooth, hard wood.

Trivet — adjustable or fitted to container; stands on legs; plenty of holes or grids in surface.

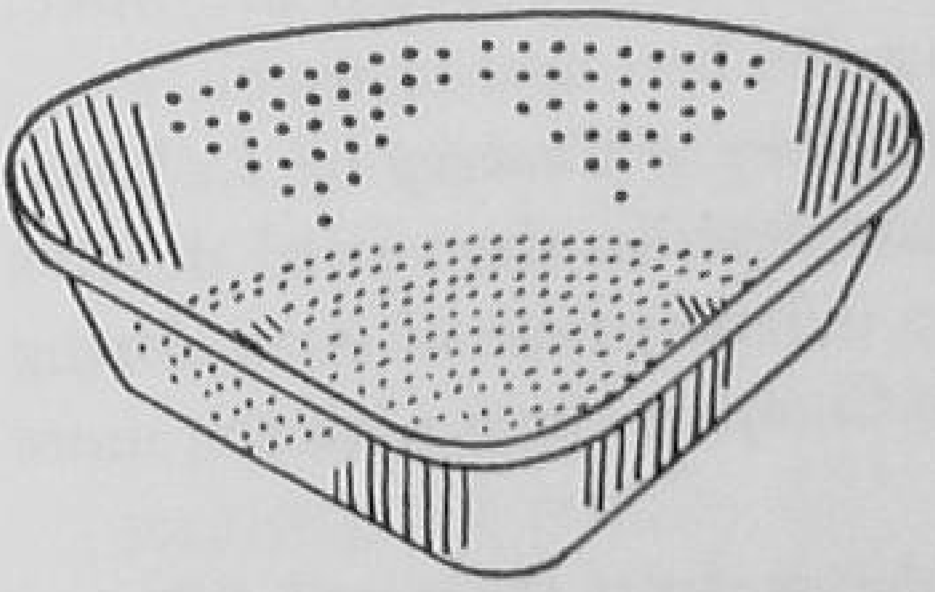


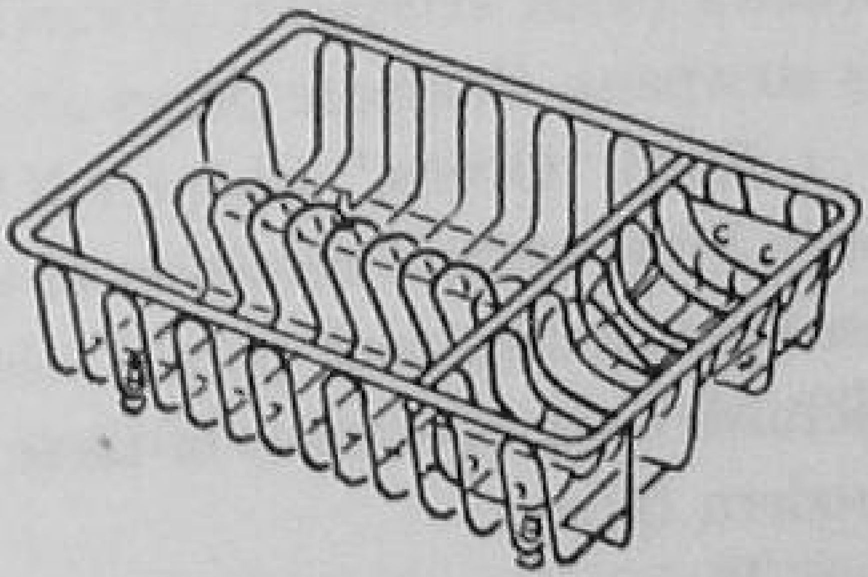


Cake cooler — good size; wires close enough together to prevent small cakes or cookies falling through; no loose ends or wires; raised by short, firm legs.

* *Pot scrapers* — inexpensive; discarded frequently; made of metal that does not scratch utensil.

† *Sink strainer* — fits corner of sink; preferably made of aluminum.



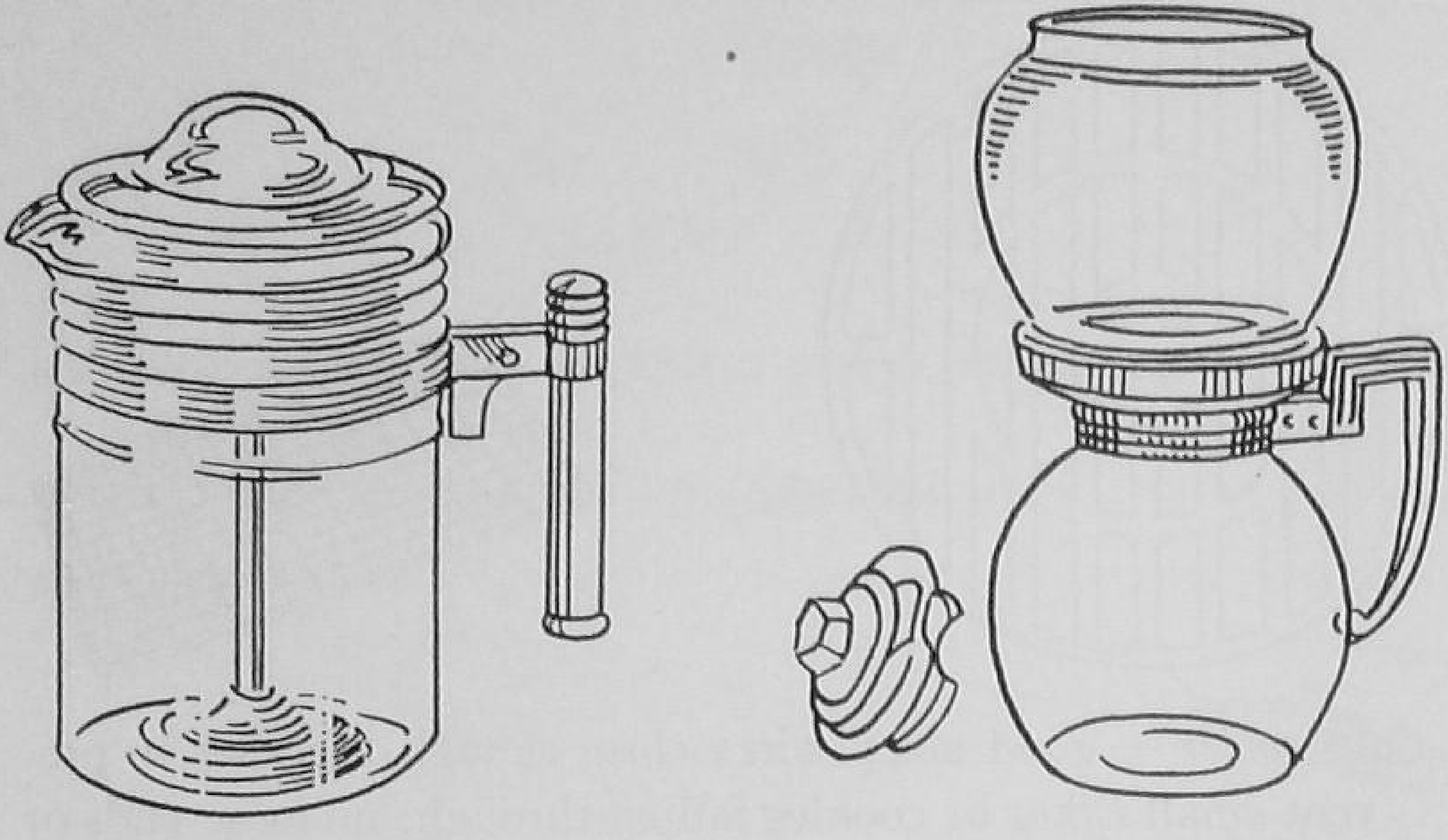


Dish drainer — substantially made; has separate compartment for silver.

* Have we kept our word and introduced you to new and different utensils? Check the desk in your worktable. You ought to find in it most of the articles which have been starred in the list above. When a small space holds many objects it is necessary that they be placed in order. Study the arrangement so that you can duplicate it even when you are doing dishes in a hurry and want to leave the laboratory when the signal sounds.

† In unit kitchens the articles marked with † may be found.

Teapots and Coffeepots. Heavy enough to hold heat, preferably of pottery or glass, strainer at base of spout.



PUPIL EXPERIENCES

1. Arrange a display of kitchen utensils to show the different materials of which these are made: aluminum, enamel, tin, stainless steel, copper, iron, glass, earthenware, and wood. If possible select articles (with exception of earthenware and wood) which are alike, as stewpans. Compare prices and discuss the best uses of each.

2. Read "Ovens," Chapter XI in *The Story of Cookery* by L. Lamprey. Have certain members of your class describe the varied devices used for baking, each person selecting a different type of oven. Bring pictures to class of some of these ovens. Compare them with the more modern types.

3. Plan to have members of the class demonstrate the use of different kinds of equipment found in the laboratory. This may include lighting the oven (if the latter is not equipped with an automatic lighter), setting the timer, setting and defrosting the refrigerator, operating the can opener, using the food chopper and the knife sharpener.

4. Read "A Letter from a Pioneer" by S. H. Nida in *Real Life Stories* by W. W. Theisen and S. A. Leonard to learn the type of cooking utensils made and used by the pioneers of our country. From your reading be prepared to answer the following questions:

a. Of what were the pots, pans, and bowls made?
b. What use was made of the "spider"?
c. In what utensil was the meat cooked?
d. How and of what were the graters and sieves made?
e. On what utensil was the "hoecake" baked?

If any of these early utensils are to be found in your homes or community bring them to class for the group to see.

5. Review equipment and utensils which you have learned about in this chapter by guessing the following conundrums. A glance at the larger equipment in the laboratory and the pictures of utensils on pages 249–260 will give you some "leads."

Conundrums on Equipment and Utensils Found in Foods' Laboratory

a. A group of mountains.

b. Something which happens to you when you are in deep water and can't swim.

c. A dividing point in the road.

d. The sixteenth letter of the alphabet and the word meaning "tardy."

e. An indispensable member of a baseball team.

f. The word meaning "near" and the sixth letter of the alphabet.

g. The word meaning "twice as much" and a vessel used in generating steam.

h. A club used in playing golf.

i. A decoration used on girls' hats and dresses and the twelfth letter of the alphabet.

j. Something which everyone needs in cooking and the word meaning "to rent."

k. The third letter of the alphabet and where we go in an airplane.

l. The past tense of "see" and a term of respect used in addressing a man without speaking his name.

m. The Greek god of woods and hills.

n. A quarrel, the twenty-first letter of the alphabet, and a musical syllable used in singing.

o. The word which means "tumbling over and over" and something used to fasten articles together.

p. Another word for "larger."

q. A cereal much used by the Chinese and the eighteenth letter of the alphabet.

r. A blossom, the word meaning "to separate," and a suffix or syllable of two letters added to the end of a word.

s. A product of the chicken, a word meaning "to pound," and the eighteenth letter of the alphabet.

(*Note:* Try to answer these conundrums by yourself without any help. If you have to "give up" you will find the answers in the back of the book on page 361.)

CLEAN AND ORDERLY

A clean kitchen is the mark of a good housekeeper. In the home kitchen your mother may keep part of her utensils and food containers or packages out in plain view. She is wise, because she thinks of her kitchen as a workshop where she wants everything at hand. A workshop can be clean and orderly even when things are visible.

A laboratory kitchen is used by a number of classes. It is not wise to leave things out because one person might set a saucepan here and another person put it somewhere else.

In most laboratories housekeepers are assigned to do certain parts of cleaning, such as washing up sinks or sweeping the floor.

CLEANING STOVES AND RANGES

The enamel on top and on the sides of a stove may be washed with soap and water. Do this when the stove is cool or cold because hot enamel may crack when water touches it.

Keep the inside of the oven door and floor of the oven clean. Soap and water and cleaning powder are good for the inside of the oven door. The bottom may need nothing more than a sweeping every now and then. If a sirupy mixture runs over onto the bottom of the oven sprinkle a handful of salt onto the bubbling sirup. It makes it easier to scrape the burned material from the bottom of the oven. Burners need a good scrubbing in hot water to which soap and something to cut the grease have

been added. Let the burners soak for a short time. Then use a small scrubbing brush. Rinse thoroughly and put back in place. Light the gas to dry the burners quickly.

Follow the directions which come with the electric range. They tell you what to do with the electric coils. The enamel on the electric and oil ranges is cleaned in the usual way — use soap and water, rinse, then wipe dry.

CLEANING REFRIGERATORS

The outside of the refrigerator is washed with soapsuds, then rinsed and wiped dry. The inside needs a cleaning about once a week. Glass shelves should not be washed with too hot water. Baking soda in the water is used for wiping out the interior of the refrigerator.

Be sure to defrost the mechanical refrigerators frequently enough so the metal is not covered with a thick coating of ice or snowy particles. When the refrigerator is being defrosted you have an excellent opportunity to clean the inside of the box.

Be sure to wash the ice-cube compartments in soapsuds. Rinse with plenty of boiling water. The refrigerator that uses ice needs especial attention paid to the ice chamber and the drain. Do not let these go uncleaned for more than a week.

CLEANING SINKS

Soap and water does most of the cleaning of porcelain, enamel, or metal alloy sinks. The surfaces are smooth and easily cleaned. Polish the faucets, keep the drain, if it is a removable one, free from sediment and grease. Pour boiling water down the drain every so often.

CLEANING FLOORS

Usually the laboratory floor is swept by the housekeepers. The scrubbing is done by the school janitor. In your home you may have a linoleum floor. This is easily washed with mild soap

and water. When rinsed and dry, apply a thin coat of linoleum wax or coating. It protects the surface and makes cleaning a matter of sweeping, or brushing up, or going over with the vacuum cleaner.

Train yourself to wipe up anything spilled on the floor. If you do it as soon as the mishap occurs the wiping up is easy. Let the spilled material stay on the floor and you may slip and fall. Or if it dries on you will find it hard to remove when cleaning the floor.

CARE OF TOWELS AND DISHCLOTHS

Your laboratory has special rules about washing and rinsing dishcloths and dishtowels. Find out what the rules are. Never leave, either at home or at school, a wet dishcloth in a heap. Bacteria flourish in warm, damp places. Why offer them a breeding place? Rinse the cloth well and spread it to dry. Have the dishtowel hanging straight on the rack, not thrown over higgledy-piggledy.

If there is room for a paper-towel container in the kitchen use paper towels not only for wiping the hands but for wiping out greasy pots and frying pans, and for wiping off the bottom of saucepans. These towels can be real labor savers, especially when you think of the way they save dishcloths. Before you put the dishpan away give it a thorough rinse. Wipe it dry. It is not pleasant to touch greasy things in a kitchen. The only creatures that like grease are insect pests and those you do not want in your kitchen.

DISHWASHING

Ever see the rainbow colors shining in the soap bubbles foaming on the top of the dishpan? Watch for them the next time it's your turn to wash dishes.

With a small amount of thought, you can develop a system of dishwashing that almost works by itself.

See what you think of *this* system.

1. As soon as you empty a saucepan or utensil in which food has been cooked put that dish to soak by filling the dish with water at least up to the line where the food was cooked.

2. When the dirty dishes are brought from the dining room scrape them, using the rubber scraper. Rinse all milk glasses in cold water.

3. Pile dishes so that all the large plates are in one pile, bread-and-butter plates in another, and so on. This reduces the seeming number of dishes like magic.

4. Fill the dishpan two-thirds full with hot water and enough mild soap to make a good suds. Here come the rainbows.

5. Put the glassware in the dishwater. Wash. Follow with the silver, then with the cups and saucers. Now you are near the bottom of the pile. Wash the plates. Next the serving dishes and platters.

6. These washed dishes have been placed in a rinsing dishpan or a dish drainer. (Flat pieces are usually slipped between upright wire racks in the drainer.)

7. Rinse the dishes with plenty of clear, hot water. Rinse inside of glasses and cups and both sides of plates.

8. Wipe the dishes. Polish glass, silver, and china until they shine. If you can put them in their places in the cupboard as you wipe them you will save yourself time and handling later.

9. Pots and pans come next. Wash them — a metal scraper is a help. Rinse them, wipe them dry.

10. Rinse and wipe the dishpan. Be sure you do not leave a greasy ring around the inside or outside. Put the pan away.

11. Rinse or wash towels and dishcloth. Hang to dry in a place where there is plenty of air circulation. If they can dry in the sun so much the better.

*12. Empty the sink strainer. Wash it.

*13. Wash the sink. If the drain in the bottom of the sink is removable, lift it to clean the under part. Wipe off the drainboards.

* The housekeepers may be responsible for these.

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SHEET FOR CREDIT ON HOMEWORK IN COOKING

Signature of Student

Signature of Mother

DISH PREPARED	TIMES PREPARED	RECIPE USED	INGREDIENTS USED	COMMENTS: TASTE, TEXTURE, APPEARANCE

Take a large sheet of paper. Rule it as shown here. Write in the proper headings. Use this to record your home experiences in cooking.

Unit X. Safety in the Kitchen

"Safety first," "better be safe than sorry," "safe at home" — how familiar these phrases sound. Are they just words strung together or do they mean something to you? If they do mean something, you are wiser and more cautious than many people.

Why? Because statistics show that on the average one person dies every fourteen minutes as a result of an accident in the home. Because in one year recently there were 4,700,000 disabling injuries from accidents in the home. Because the greatest number of serious accidents in the home occur in the kitchen. Only in one other place in the home are there a greater number of serious accidents and that place is the stairway and the stairs.

If the kitchen is so dangerous should we change "Mary, come into the kitchen," to "Mary, stay out of the kitchen"?

That seems silly because it implies or seems to say that you, Mary, are a stupid person who does not use her head to save it as well as the rest of her body.

Recognizing dangers or hazards helps to avoid them. Suppose we list the hazards and after we have put them down we can discuss ways in which the hazards may be avoided.

Fire Is a Hazard. A kitchen contains stove, matches, open flames, resulting fires.

Steam Is a Hazard. A kitchen is a place where food is boiled. Boiling forms steam.

Hot Utensils Are a Hazard. A kitchen is a place where food and utensils are heated.

Sharp Edges Are a Hazard. A kitchen contains things like knives and glass and china. Knives should have sharp edges. Glass and china when broken may have sharp edges.

Slippery Floors Are a Hazard. A kitchen should have a floor which is easy to walk upon and easy to clean. That means the floor will be smooth. Smooth floors are apt to be slippery floors. Slippery floors cause falls.

Reaching while Standing on Something Insecure Is a Hazard. A kitchen may have high cupboards holding foods or dishes that need to be reached.

Machines Improperly Used Are a Hazard. Kitchens use machines and mechanical devices that require the respect due a machine.

Explosives and Poisons Are a Hazard. Kitchens use explosives and poisonous products.

FIRE is a hazard. Fires are started with matches. Matches which are left around may be a temptation to a small child. He may play with them and set his clothes on fire. Keep matches in a tin box out of reach of small children and away from close contact with a flame.

An open flame and a curtain blown by the wind may cause a disastrous fire if the two are close together. Avoid having inflammable cloth hanging loosely near an open fire.

Pot holders, towels, especially when they have frayed edges, catch fire easily. Use plain, firm holders and towels.

Skirts or aprons that are ruffled or flimsy may blow into the open flaring flame of a broiler. Keep kitchen clothes trim and trig. Smocks or dresses with flowing sleeves may catch fire when extended over a flame.

Electrical burners which are left on after cooking is completed may cause a fire. Disconnect electrical toasters, percolators, waffle irons when not in use or be sure the automatic shut-off works. Do this before you leave the kitchen. Train yourself to go over the electrical range, being sure that all current has been turned off.

STEAM is a hazard. As water boils it forms steam. Steam causes very painful burns. When a saucepan or teakettle is on a front burner and you reach over to a back burner, be sure to

protect your hand and arm. Turn the spout of the kettle so that your reaching arm is not in the path of the steam.

HEAT is a hazard. Utensils set over, or into, heat become hot. Train yourself to handle them only with a pot holder.

Pot holders should be flexible but well padded. They should not be of silly shapes with extended points or corners which drag into cooking food. Contact with the dripping hot part of the holder may cause you to drop the hot, filled dish, thereby burning your body. Choose sensible pot holders.

A utensil with an extended handle may have been so placed that the handle was close to a neighboring burner. Therefore it has become exceedingly hot. Train yourself to use an adequate pot holder.

A utensil with an extending handle always should be placed so that the handle does not extend beyond the surface of the stove or table or sink top. Extended handles are easily caught by your arm or body as you hurry past. Overturned saucepans filled with hot food have scalded many a person, particularly a curious young child who can just reach the handle. Train yourself never to let a handle extend beyond a working surface. Set large or heavy containers back from the edge of a surface such as the table or the sink. When too close they may be knocked off by a person hurrying by.

A tablecloth that hangs over the edge of a table may be grasped by a young toddler. He pulls dishes, hot food, percolator, over on him. Do not use tablecloths in the kitchen if there is a small child. Use table runners or covers that do not extend beyond the edge of the table.

Aprons or smocks with patch pockets may catch on a knob or handle. Put only inverted pockets on clothes worn in the kitchen.

SHARP EDGES are hazards. If a knife is to be really useful it should have a sharp edge. Sharp edges cut. Hold a knife with a sharp edge away from the palm of the hand when washing, wiping, or handling. When trying to cut a hard surface or a slanting or rounded object do it carefully. The knife may slide or

glance off the hard surface or rounded edge and gash you badly. Hold your hand in such a position that the knife cannot reach it.

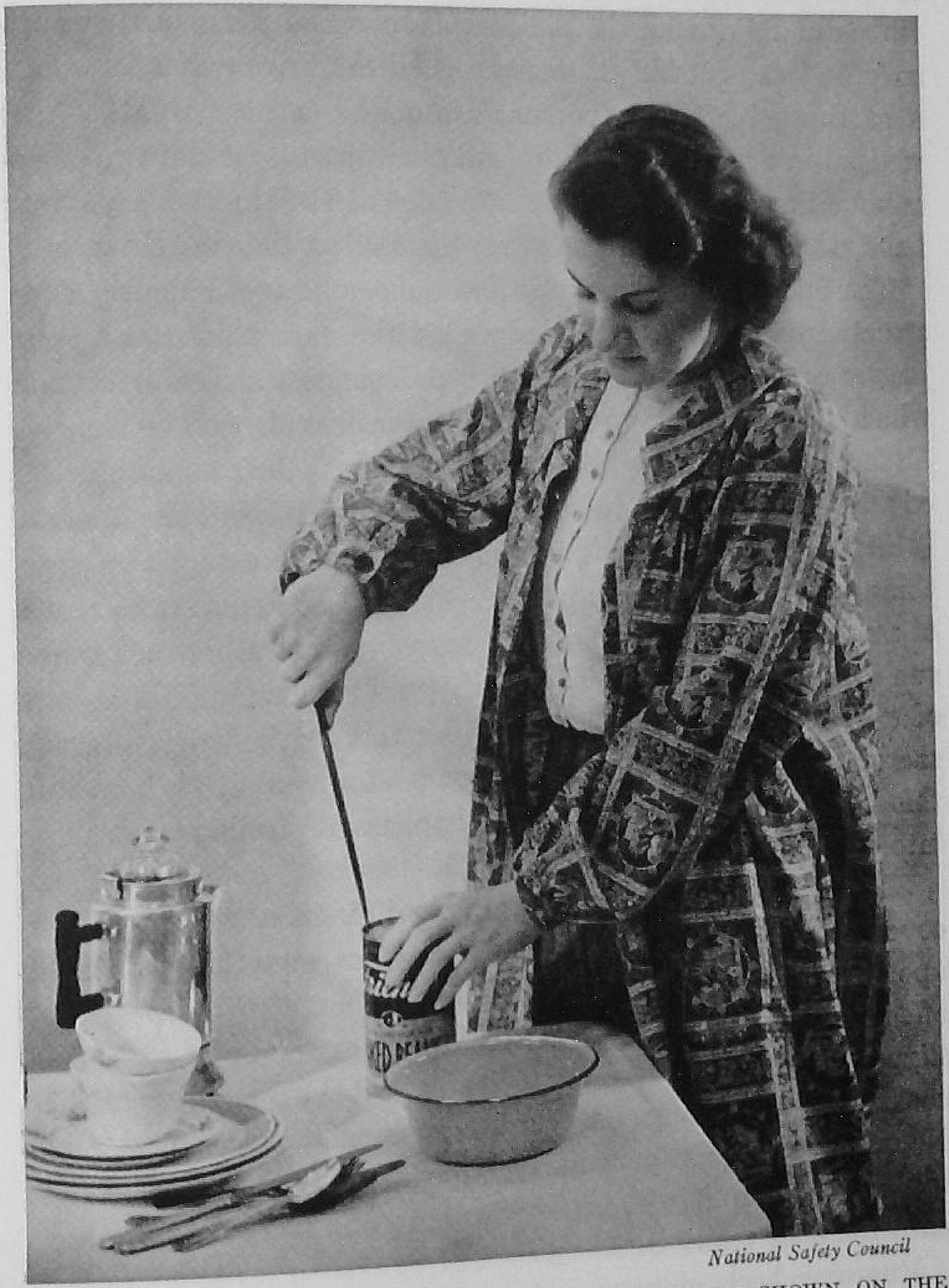
If you hold a loaf of bread up against you and slice it by working the knife toward you, you may cut yourself badly. The foods

National Safety Council

NO! NO! BETTER GET YOUR THUMB OUT OF THE WAY OF THE SHARP KNIFE

to be cut should be placed on a cutting board. Cut down, not up or toward you.

Broken glass and china have sharp cutting edges. Wrap all



National Safety Council

NO! NO! WHY DOESN'T THIS GIRL USE THE CAN OPENER SHOWN ON THE WALL IN THE OPPOSITE PICTURE!

broken dishes in many thicknesses of newspaper and put them in the rubbish can away from easy reach.

Be careful when using keys with a slot into which slips the small projection on a tin can. The can is opened by twisting the thin ribbon of tin around the slot in the key. The job which results may be clean-cut but the sharp edge of the tin which is left does a cutting job, too. If the contents of the can are solid or are wedged in firmly it is best to heat the contents before trying to remove them, otherwise the sharp edge of the tin may cut your hand when you attempt to grasp the food in the container.

Can openers may be tricky and dangerous tools. Poorly constructed ones leave jagged edges on the can which tear your fingers or flesh. A wall-hanging type using hand power or one which uses suction cups and hand power does the job efficiently. Each one of these rolls the cut edge as it opens the can so that the edge is not razor sharp. Never use a cheap or makeshift can opener.

SAFE STORAGE. Knives, forks, skewers, ice picks, — anything with sharp edges or points, — should be kept out of reach of small children. They should be stored so that a person cannot run into them. Racks are frequently used for hanging knives out of easy reach of small children. Also, this method protects the sharp knife edges better than storage in a knife-and-fork box. But this box is an improvement over haphazard stuffing of cutlery into a drawer.

SLIPPERY SURFACES are a hazard. A smooth kitchen floor covering becomes slippery when wet or when something is spilled upon it. Uncooked egg white and grease are two of the worst offenders. Cooked potato, which seems granular, becomes as slippery as glue when the foot slides over it. Green leaves, either cooked or fresh, change into hazards as dangerous as slippery ice. No matter how great your hurry, wipe up the floor as soon as you spill anything on it. Otherwise your head and body discover how hard the floor really is.

Run-over heels make your footing less secure. You are apt to slip. Wear shoes with heels that are kept straight.

Pails, mops, toys, marbles, skates, left underfoot in the kitchen may cause a bad fall as well as cuts or burns if you are carrying something breakable or hot. In walking, when holding something, the tendency is to look forward and not down. Keep the kitchen floor free of movable, small articles.

REACHING WHILE STANDING ON SOMETHING INSECURE is a hazard. When reaching for something on a high shelf, stand on a stepladder or on a stepstool that has a firm and adequate base, good construction, and nonskid protection where it touches the floor. Standing on the edge of a chair causes the chair to tip as you stretch forward and upward. The muscular pull of your upper body sends the lower part of your body backward. This backward motion sends the stool or chair on which you are standing out from under you. You fall on your face. Never stand on chairs or any box or device which is not skid-protected.

MACHINES IMPROPERLY USED are a hazard. Electrical gadgets are labor savers. Good ones are adequately wired and insulated. Look for the bracelet label of the Underwriters' Laboratories on the cord. Then you know that the cord is well constructed and has been passed by the fire underwriters. Cheap electrical gadgets are expensive hazards.

Quickly moving parts of electrically driven appliances may catch your fingers if you are not careful. Guard your fingers.

Moving parts inserted into the basic stand of the appliance should be fastened firmly and surely. Otherwise these parts may fly off with great force, hitting whatever comes in their way.

Electrical cords which are so connected that they are in the path of moving people may cause burns and bad cuts. A baby in a high chair placed close to the electrical cord reaching from the outlet in the wall to the percolator on the table is all set for an accident. Keep electrical cords up and out of the way of moving objects and people.

EXPLOSIVES AND POISONS are hazards. Never try to heat tin cans in dry heat unless you make a small vent or opening in the can before setting it into the dry heat. Since the material

inside the can expands as it becomes heated, the can may blow up.

Always open the oven door before lighting the oven. Should

National Safety Council

NO! NO! NAPHTHA SHOULD NEVER BE USED IN THE KITCHEN NOR STORED THERE

gas have been escaping and storing itself within the closed oven there will be an explosion when a match is touched to the gas burner. *Open the oven door before lighting the gas for the oven.*

If a range uses gas remember that escaping gas may cause asphyxiation. Train yourself to look over the gas cocks or handles before you leave the kitchen. A young child may turn a gas cock most innocently.

Blowing winds or boiling-over saucepans may extinguish the gas flame, but not the flow of gas. Guard against gas cocks turned on with no flame at the burner.

If you use portable gas appliances check the connection. Unless the connection is tight, gas escapes.

Follow safety directions which come with kerosene stoves. Bottled gas may require special care. Remember to read the directions and obey. Then safety rules.

Small children like to investigate cans, bottles, and boxes. Put strong cleaning liquids and powders out of their reach.

You may have a first-aid kit and a fire blanket in the school laboratory. Why do you think their presence is a safety precaution?

How close to your home kitchen is your home first-aid kit? Could a small kit be kept near by, perhaps in a cupboard drawer?

But after all a kitchen is a fine place to be. Let's spend some happy hours there.

From this long discussion of hazards in the kitchen you may have decided that a kitchen is not a safe place to be. Do not feel that way.

It is true that the kitchen holds more hazards than any other room in the house but it also holds more chances for you to observe the rules of safety. Train yourself to be careful. Soon your carefulness will become automatic.

And then how much fun you can have in the room that many people describe as the "heart of a home." You will be in the room where food smells good, where it looks attractive, and where you

may be able, every now and then, to get a cookie from the cookie jar or a drink of milk from the refrigerator or an apple from the basket just brought in by the grocer's boy.

PUPIL EXPERIENCES

1. Bring in newspaper clippings giving accounts of accidents in the kitchen. Have similar accidents happened to any members of your class or their families? Discuss how these accidents might have been prevented.

2. Appoint a member of your class to visit the local office of the American Red Cross or to write to the National Safety Council for their check lists of Home Hazards. There is no charge for the lists. Use these lists in checking your own home. After discussing possible hazards with your parents tell the ways you plan to overcome them.

3. The Blakesly family have had some serious accidents with knives and other tools used in the kitchen. Susan, an older daughter, recently cut her finger badly on a knife while reaching into a drawer where a miscellaneous collection of kitchen tools was kept. Peter and John, younger members of the family, received severe cuts and bruises while playing with paring knives and an ice pick left carelessly on the edge of the table after being used by Mrs. Blakesly. Can you suggest ways in which these accidents might have been avoided? What type of safe storage equipment for kitchen tools should Mrs. Blakesly buy to prevent similar accidents in the future?

4. Observe demonstrations given by members of your class: to open a can safely with a key; to cut bread correctly; to slice potatoes without slicing one's fingers; to place stewpans on the stove to prevent tipping; to handle hot dishes without discomfort; to connect and disconnect gas and electric fixtures properly.

5. Check over the electric cords used in connecting electric appliances at home and at school and observe (*a*) whether they are made of rubber or fabric; (*b*) if of fabric, whether they are smooth or frayed; and (*c*) whether they contain the seal of the Underwriters' Laboratories. What do these things mean in terms of safety?

6. Secure the school nurse or some well-qualified person to discuss and demonstrate first-aid treatment for cuts, burns, and bruises. Plan a simple first-aid kit for your laboratory, if you do not have one for such emergencies.

7. Prepare pantomimes (either individual or group) to give before the class to call their attention to unsafe or careless practices when working in the kitchen. The person guessing what is wrong in each pantomime is to demonstrate the correct method.

8. Write to safety councils, insurance companies, state industrial commissions, U. S. Department of Commerce, American Red Cross, or electric companies for booklets, cards, and posters relating to kitchen safety. Secure permission to place some of the posters in such prominent places as school corridors, bulletin boards, or laboratories. National Safety Week would be a particularly good time to display these posters.

9. Look at the pictures of "Careful Connie" and "Blundering Betty" at the end of different lessons in *We, the Cooks* by I. B. Huseby and B. G. Sylvester. Which of these two types do you think are more numerous in your own laboratory?

10. Discuss and bring to class, if possible, kitchen utensils which your family have discarded because they are unsafe, inefficient, or too difficult to use. Certain types of can openers will be found in this discarded list in many families.

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Unit XI. Measuring and Manipulation

MEASURING

The owner of one of the most famous tearooms in this country reports that she employs one person who does nothing but weigh and measure the ingredients for the foods to be made. This owner says that the weigher has nothing to distract her attention. She was selected because she was an extremely exact and care-taking person. The cooks who take her measured ingredients concentrate on mixing, shaping, and baking. These are the parts of cooking in which they excel.

That's quite an idea, employing one person who does nothing but weigh ingredients. Your mother and you have no one to whom the work of weighing can be assigned, but that does not mean you do the work carelessly. If you do, then you may expect poor results from a good recipe.

When you have a home of your own be sure to keep scales in the kitchen. Have them where they may be reached easily. You will find it simpler and less messy to weigh foods, especially fats, than to measure them.

Here are some standard and accepted measures and weights:

MEASURES:	1 standard measuring cup holds 16 tablespoons.
	1 standard measuring cup holds ½ pint.
	1 tablespoon holds 3 teaspoons.
WEIGHTS:	4 cups flour weigh one pound.
	2 cups sugar weigh one pound.
	2 cups butter or other fat weigh one pound.

NEVER measure flour until after it has been sifted. It mats down on standing.

To measure one cup of flour put sifted flour into the cup. Give the cup a shake when it is almost filled. Then put in enough flour to heap it over the top. With a broad-bladed spatula level the surface, scraping off the extra flour into a flour container, but not into the mixing bowl.

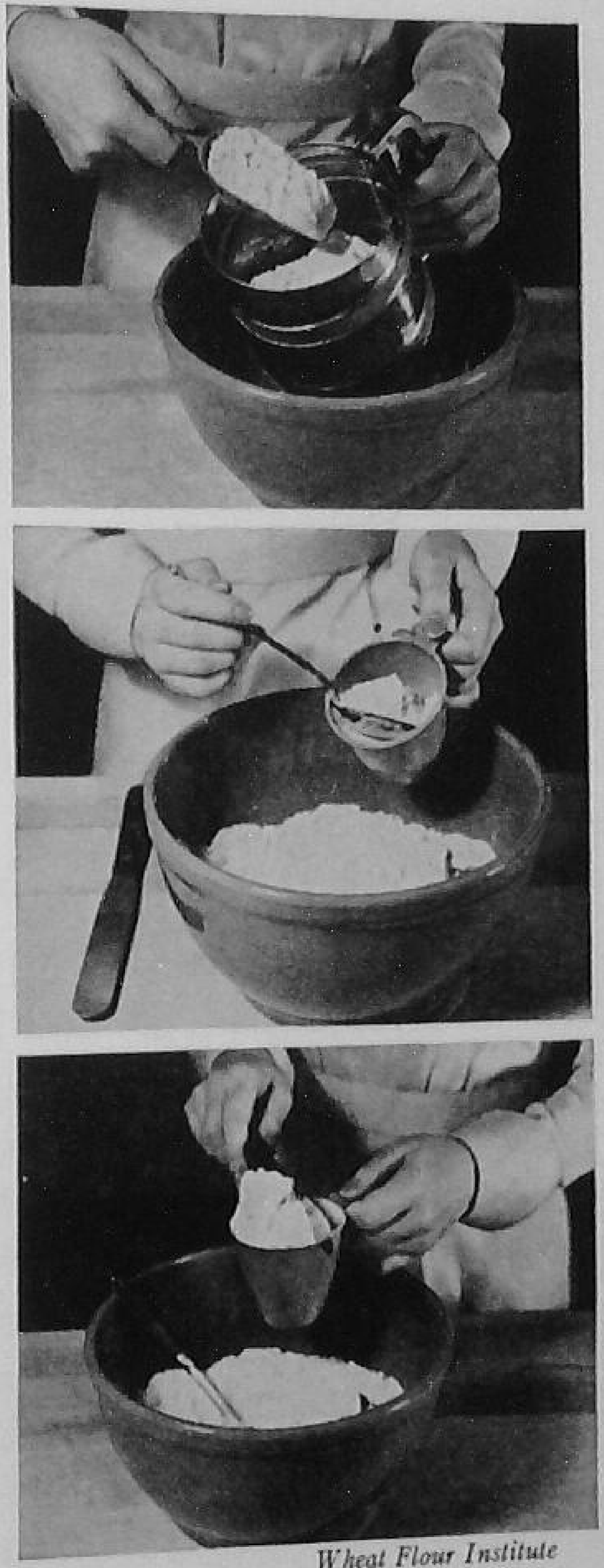
When you have the individual quarter and third cups for measuring, you follow the above procedure. If you use the half-pint measuring cup with the marks on the side, fill the cup to the level indicated by the mark. The newer glass measuring cups make it easy to see these marks since they are in lasting and bright red.

To measure one tablespoon of an ingredient dip the spoon into the ingredient, say sugar; bring it up rounded slightly. Level it, using the spatula.

Follow the same procedure when using the measuring spoons holding one-quarter, one-half, or one teaspoon.

In case you do not have these measuring spoons and the recipe calls for one half — let's say — of a teaspoon or tablespoon, follow this procedure: fill the bowl, level the surface, make a straight cut from the base of the bowl to its tip. Push off the ingredients on one side of this cut.

To measure one-quarter teaspoon or tablespoon fill the bowl, level, divide



Wheat Flour Institute

FLOUR SHOULD BE (*a*) SIFTED; (*b*) SPOONED LIGHTLY INTO THE MEASURING CUP UNTIL THE CUP IS HEAPED; (*c*) LEVELED TO THE EDGE OF THE CUP

lengthwise, push off one half. Then divide the remaining half crosswise, push off one half, and what remains is one quarter of a teaspoon or tablespoon.

USEFUL BITS OF INFORMATION

When you measure shortening and molasses, or sugar and molasses or corn sirup, and the total amount equals one cup or less, put the sugar or shortening in first, then add the sirup. In this way there is little sticking of the sirup to the sides of the cup.

If you have only one measuring cup and the recipe calls for both wet and dry ingredients, measure all the dry ones first, and then the wet ones. This saves you time. You do not need to dry the cup after having had liquid in it.

When a recipe calls for a lightly beaten egg and some milk, put part or all the milk into the dish holding the beaten egg. Stir thoroughly and the milk will wash down most of the egg sticking to the sides of the bowl or cup.

MANIPULATION

Have you noticed that each profession has special words or terms which are used in describing things that are done in that profession?

If your father works in a machine shop he uses certain phrases which may mean nothing to you. He says a piece of steel is "tooled." A printer has certain words like "em" and "en." They are more than letters of the alphabet to him.

A teacher uses certain words — "achievement," "objective." They represent something she hopes you reach.

A dressmaker uses certain words. When she talks about basting two pieces of material together she knows that she is going to sew them together for a trial fitting; since the stitches will not be permanent she will use large ones. Occasionally the same word is used by two different professions but with quite different meanings. For instance, cooks talk about basting, too. But they mean

that a food which is being baked or roasted is moistened every so often by spooning some liquid over the food. A cook never bastes the way a dressmaker does.

In the cooking which you will be doing you will learn what certain words mean and what they tell you to do.

Your teacher is especially anxious that you learn the difference between "mix," "stir," "whip," "beat," "cut," and "fold in." Each one is used for a special purpose. See whether you can tell when and why each one is used.

GLOSSARY OF COOKING TERMS*

BAKE: To cook by dry heat; now usually done in an oven but occasionally in ashes, under coals, or on heated stones or metals. When applied to meats it is called roasting.

BASTE: To moisten meat or other food while cooking, to add flavor and to prevent drying of the surface. The liquid is usually melted fat, meat drippings, water, or water and fat.

BEAT: To make a mixture smooth or to introduce air by using a brisk, regular motion that lifts the mixture over and over.

BLEND: To mix thoroughly two or more ingredients.

BOIL: To cook in water or a liquid mostly water in which bubbles rise continually and break on the surface. The boiling temperature at sea level is 212° F. When applied to eggs, the terms "hard cook" and "soft cook" are used rather than "hard boil" and "soft boil."

CHOP: To cut into pieces with a sharp tool, as a knife.

CONGEAL: To change from a liquid to a solid state by cold.

CORE: To remove the core, as to core an apple.

CREAM: To work one or more foods until soft and creamy, using the hands or a spoon or another implement. Applied to fat and sugar in place of blend.

CRUMB: To coat with crumbs, to cover or dress with crumbs.

CUT: To divide food materials with a knife or scissors; to incorporate fat into dry ingredients with the least amount of blending.

DICE: To cut into cubes.

* Reprinted through the courtesy of D. C. Heath and Company, Boston, taken from *Foods: Their Nutritive, Economic, and Social Values* by F. L. Harris and R. A. Henderson, copyright, 1938.

FRY: To cook in fat; applied especially to cooking in a small amount of fat, also called sauté or pan-fry; to cook in a deep layer of fat, also called deep-fat frying.

MASH: To reduce to a soft pulpy state by beating or pressure.

PAN-BROIL: To cook uncovered on a hot, ungreased surface, usually a frying pan. Fat is poured off as it accumulates.

PAN-FRY: To cook in a small amount of fat. See FRY.

PARE: To cut off the outside covering.

PEEL: To strip off the outside covering.

SAUTÉ: P.p. of French verb *sauter*, meaning to brown quickly in a small amount of fat, with frequent turning. Used in America as a verbal infinitive meaning to cook in a small amount of fat. See FRY.

SIFT: To separate with a sieve, as the fine part of a substance from a coarse.

SIMMER: To cook in a liquid at a temperature of about 185° F. Bubbles form slowly and break below the surface.

STEAM: To cook in steam with or without pressure. The steam may be applied directly to the food, as in a steamer or pressure cooker.

STEEP: To allow a substance to stand in liquid below the boiling point for the purpose of extracting flavor, color, or other qualities.

WHIP: To beat rapidly to produce expansion, due to incorporation of air. Applied to cream, eggs, and gelatin dishes.

THE USE OF A DOUBLE BOILER IN COOKING

A double boiler consists of two parts. The lower part is used to hold water. The upper part contains the food which is to be cooked or kept hot. As the water in the lower part boils its heat is transferred to the food above it. Because direct heat is not used, the food in the upper part cannot burn. Also, the heat is less intense and is therefore useful in cooking protein mixtures like eggs, cheese, and milk which are easily curdled or spoiled by too much heat.

Experience will show you that you save time by heating the water in the lower part over one burner while you are mixing the food in the other. Experience will tell you how much water can be put into the lower part of the double boilers you work with. Usually the boiler can be filled one-third full. Too much does not

leave room for the inset of the upper half. Too little may boil away before cooking time is completed.

TO BREAK AN EGG

To break an egg: wash egg, being careful not to crack the shell. Hold the egg in the right hand, give it a sharp knock against the rim of the bowl or cup into which the broken egg is to be put. Try to do the cracking at the middle of the egg's length. Turn the egg so the cracked part is on top. Using the thumbs of the left and right hand, pull the shell apart along the crack.

If the white and yolk are not to be separated let the contents of the egg drop into the container. When the white and yolk are to be separated, use your thumbs to pull the shell into two parts. The heavy, slippery white will drop down into the container. The yolk should be held in the half of the eggshell retained in the right hand. Be careful that sharp edges of the shell do not pierce the yolk and break it.

ABBREVIATIONS FOR MEASUREMENTS

In using recipes printed in magazines, books, and papers, you may find that certain abbreviations are used.

teaspoon — t. or tsp.
tablespoon — T. or tbsp.
cup — c.
pint — pt.
pound — lb. or #
ounce — oz.
few grains — f. g.
speck — spk.

CONTENTS FOR COMMERCIAL CAN SIZES

Can	*Average Net Weight*	*Average Cupfuls*
8 oz.	8 oz.	1
Picnic (No. 1 Eastern)	11 oz.	1⅓
No. 1 tall	16 oz.	2
No. 2	20 oz.	2½
No. 2½	28 oz.	3½
No. 3	33 oz.	4
No. 3 tall	47 oz.	5⅞
No. 10	6 lbs. 10 oz.	13

HOW DO I RATE?

	1	2	3	4
Personal Habits				
A. Appearance				
1. Apron — spick-and-span				
2. Hair — neat and trim (away from face and food)				
3. Hands and fingernails — clean				
B. Attitude				
1. Businesslike attitude toward work				
C. Co-operation				
1. Even division of work in group				
2. Work carried on without friction				
Working Habits				
A. Organization				
1. Definite plan for work during period				
2. Work completed in scheduled time				
3. No waste of time				
4. No waste of motion				
B. Food Preparation				
1. Food and dishes assembled when beginning work				
2. Measurements accurate				
3. Utensils placed on utility plate when not in use				
4. Table neat while working				
5. No waste of food				
Cleaning Up				
1. Soiled dishes soaked or rinsed and stacked				
2. Dishes properly washed and rinsed				
3. Proper care of towels and dishcloths				
4. Housekeeping duties satisfactorily performed				
5. Desk and cupboards left in good order				

Place check (√) in the appropriate division.

In scoring, give *1* for *excellent*, *2* for *good*, *3* for *fair*, and *4* for *poor*.

Unit XII. Recipes

BEVERAGES

COCOA

(The amounts as given make 4 servings.)

Utensils: measuring cup, teaspoon, double boiler, mixing spoon, egg beater.

Measure	¼ cup sugar ¼ cup cocoa ⅛ teaspoon salt
Put into upper part of double boiler with	1 cup water
Cook for five minutes over direct heat, stirring constantly.	
Add	3 cups milk
Place upper part of double boiler in lower part.	
Set over direct heat for 20 minutes.	
Add	¼ teaspoon vanilla extract
Stir. Beat with egg beater to make frothy and smooth.	
Serve.	

A soft marshmallow may be placed in each cup before the hot cocoa is poured in. The marshmallow rises to the top, making the cocoa look dressed-up.

The making of cocoa or chocolate may be hastened if the milk is heated in the double boiler during the time you are cooking the cocoa or chocolate paste. The two mixtures are combined and allowed to stand in the double boiler until serving time. This method requires the use of a saucepan for the cooking of the paste.

CHOCOLATE

(The amounts as given make 4 servings.)

Utensils: measuring cup, teaspoon, mixing spoon, double boiler.

Put into upper part of double boiler . .	2 squares chocolate 1 cup cold water
Set over direct heat.	
Stir mixture until chocolate is melted and blended with water.	
Add	1/8 teaspoon salt 1/4 cup sugar
Boil for 4 minutes, stirring constantly.	
Add	3 cups milk
Set upper part of double boiler into lower part.	
Place over direct heat.	
Stir until mixture is well blended.	
When mixture is hot add	1/4 teaspoon vanilla extract few grains cinnamon
Serve.	

One teaspoon whipped cream may be placed on top of each cup of chocolate before serving.

COFFEE

(The amounts as given make 1 serving.)

Utensils: teakettle, tablespoon, measuring cup, drip coffeepot.

Put into teakettle	1 cup water
Bring to the boil.	
Put into coffee compartment set into bottom of drip coffeepot	2 tablespoons coffee
Set upper part of drip coffeepot in place.	
Pour boiling water into this.	
Set coffeepot where it will keep warm while the water trickles or drips down through the upper part, then over the coffee and down into the lower part of the coffeepot.	

Coffee may be made in a percolator or in a one-piece coffeepot. When using a percolator, follow directions which come with it.

If using the one-piece coffeepot, mix the ground coffee with ¼ cup cold water. Add ½ cup boiling water. Let coffee boil for three minutes. Pour ¼ cup cold water down the spout and let coffee stand for five minutes before serving.

FRUIT GINGER-ADE

(The amounts as given make 4 servings.)

Utensils: measuring cup, bottle opener, can opener, juice extractor, mixing spoon.

Squeeze from chilled oranges	1 cup orange juice
Add	1 cup pineapple juice
At serving time add	1 cup gingerale

Serve at once.

It may be necessary to strain the orange juice if the fruit has seeds. The average amount of juice obtained from one orange is ½ cup.

Fruit juices may be combined without adding gingerale. For instance, orange, raspberry, apricot, and lemon juice *or* pineapple, orange, and fresh lime juice.

MAPLE CREAM GINGERALE

(The amounts as given make 1 serving.)

Utensils: tablespoon, bottle opener.

Into iced-tea glass put	1½ tablespoons table cream 1½ tablespoons maple sirup
Just before serving open	1 bottle gingerale

Pour some of gingerale directly into glass.

Serve at once.

Do not put too much gingerale in because the mixture foams and may run over the top of the glass.

Substitute root beer for gingerale.

Substitute soft vanilla ice cream for cream.

BANANA MILK SHAKE

Utensils: bowl, beater, measuring cup.

Peel and slice into bowl . . . . 1 ripe banana
Beat until creamy.
Add . . . . 1 cup cold milk
Mix thoroughly.
Serve cold, and immediately after making.

PINEAPPLE OR FRUITED EGGNOG

(The amounts as given make 1 serving.)

Utensils: mixing bowl, egg beater, measuring spoons, can opener, measuring cup, pitcher.

Beat . . . . 1 egg
Add . . . . 1 teaspoon sugar
2 tablespoons crushed pineapple
1 cup milk

Mix thoroughly. Chill.
Serve.

More sugar may be added if desired.

Sieved, cooked apricots or peaches may be substituted for the crushed pineapple.

TEA

(The amounts as given make 1 serving.)

Utensils: teakettle, teaspoon, teapot.

Put into teakettle . . . . 1 cup water
Bring to boil.
Put into dry, but warm, teapot . . . . 1 teaspoon tea
Pour boiling water over tea leaves.
Let teapot stand in a warm place for 5 minutes while the tea steeps.

Note that tea is never boiled. When tea leaves do not settle but pour out through the spout with the tea it is best to use a small tea strainer.

CAKES AND CAKE FROSTINGS

CUP CAKES

(The amounts as given make 8 or more cup cakes, depending on size.)

Temperature: 375° F. Baking time: about 15–20 minutes

Utensils: measuring cup, measuring spoons, mixing bowl, bowl for eggs, egg beater, muffin pans.

Light oven. Set regulator at required temperature.
Grease muffin-pan wells lightly.

Cream	½ cup fat 1 cup sugar 1 teaspoon vanilla extract
Separate yolks from whites of . . .	2 eggs
Add yolks to first mixture. Beat well.	
Sift and then measure	2¼ cups sifted cake flour
Add to them	3 teaspoons baking powder ¼ teaspoon salt
Sift again.	
Add dry ingredients to first mixture alternately with	¾ cup milk
Beat egg whites until they stand in points.	
Add	¼ cup sugar
Beat again.	
Fold egg whites into first mixture.	

Fill wells two-thirds full with batter. Set on rack in preheated oven and bake the required time.

Remove pans from oven. Cool slightly. Remove cakes from pans. Cool on cake cooler.

GINGERBREAD MADE WITH MIX

Carefully follow the directions given on the package. Remember that much experimental work has been done in the manufacturer's kitchen before the recipe as given was approved. Better not change proportions or methods of mixing.

GINGERBREAD

(The amounts as given make 9 servings.)

Temperature: 400° F. Baking time: about 25 minutes

Utensils: measuring cup, measuring spoons, mixing bowl, mixing spoon, small bowl, egg beater, sifter, 8-inch square pan.

Light oven. Set regulator at required temperature.

Grease pans lightly.	
Cream	¼ cup butter
Put into measuring cup in order given	¼ cup sugar
	¼ cup molasses
Add to creamed butter. Cream again.	
Break into small bowl and beat lightly	1 egg
Add to egg and mix well	⅓ cup thick sour cream
Add to first mixture.	
Sift and then measure	1 cup sifted all-purpose flour
Add	⅓ teaspoon baking soda
	⅓ teaspoon baking powder
	¼ teaspoon salt
	1 teaspoon powdered ginger

Sift again.
Add dry ingredients to first mixture. Stir lightly.
Pour mixture into lightly greased baking pan.
Set on rack in preheated oven and bake the required time.

Serve hot with cream-cheese squares.
Serve hot with fresh applesauce.
Serve hot with cream.

QUICK SPICE CAKE WITH BAKED-ON ICING

Temperature: 375° F. Baking time: about 35 minutes

Utensils: mixing bowl, measuring cup, measuring spoons, sifter, mixing spoon, loaf pan.

Light oven. Set regulator at required temperature.
Grease pan lightly.

Soften but do not allow to become oily or runny . . . . ⅓ cup butter
Put in mixing bowl.
Add . . . . 1⅓ cups brown sugar
2 eggs, unbeaten
½ cup milk
Sift and then measure . . . . . . 1¾ cups sifted cake flour
Add . . . . 3 teaspoons baking powder
⅓ teaspoon cinnamon
½ teaspoon grated nutmeg
¼ teaspoon powdered ginger
¼ teaspoon salt

Sift into mixing bowl.
Beat the ingredients together for three minutes. Check with clock or timer for beating time.
Pour into lightly greased loaf pan. Set on rack in preheated oven and bake the required time.

This cake may have an icing spread on it before cake is baked.

Baked-On Icing

Beat until it holds a point . . . . 1 egg white
Beat in . . . . ½ cup brown sugar
Add . . . . ¼ cup broken nut meats
Spread this mixture on top of cake batter after the batter has been put in the loaf pan but before it has been set into the oven. 350° F. may be a better baking temperature toward the latter part of the cake's stay in the oven.

CHOCOLATE FROSTING

Utensils: double boiler, measuring cup, measuring spoons, small bowl, mixing spoon, spatula.

Melt by placing in upper part of double boiler . . . . 1½ squares chocolate
Add . . . . 1 tablespoon butter
Remove from stove. Cool slightly.

(Continued on next page)

Add . . . . 1 tablespoon cream
1 unbeaten egg
few grains salt

Mix well.

Add until the frosting is of correct consistency to spread . . . . . 2½ cups confectioners' sugar (approx.)

Beat thoroughly.

Add . . . . ½ tablespoon vanilla extract

Spread on warm cake, using spatula to spread.

CHOCOLATE MINT FROSTING

Utensils: mixing bowl, measuring cup, measuring spoons, sharp knife, spatula.

Place in refrigerator to chill thoroughly 5 large chocolate-coated peppermint creams

Cream . . . . ½ cup butter

Add . . . . few grains salt
3 cups confectioners' sugar

Stir until smooth.

Add until frosting is of correct consistency to spread . . . . ¼ cup cream (approx.)

Add . . . . 1 teaspoon vanilla extract

Slice chilled chocolate mints into very thin slices. Add carefully to frosting.

Spread frosting on warm cake.

CANDIES

APPLE LOLLYPOPS *

Temperature: 300° F. (Few drops of hot sirup tested in cold water will be very brittle at this temperature.)

Utensils: skewers, measuring cup, mixing spoon, double boiler.

* Adapted from recipe in *Our Candy Recipes* by May B. Van Arsdale and Ruth E. Casa-Emellos, published by M. Barrows and Company, New York, 1941.

Wash and wipe dry	12 red apples
Insert into blossom end of each apple . .	wooden skewer
Place in upper part of double boiler . .	2 cups sugar ½ cup light corn sirup ¾ cup water

Set over fire. Cook, stirring until sugar is dissolved. Then cook without stirring to 300° F.

Remove from fire. Set upper part of double boiler into lower part in which is boiling water.

Add to sirup	few drops flavoring oil 2 or 3 drops red coloring

Stir only enough to mix well.

Hold an apple by skewer, plunge it into hot sirup. Draw out quickly and twirl until sirup runs down smoothly over apple.

Stand skewer in rack so apple does not touch anything while hardening.

Clove is an accepted flavoring.

Note that a flavoring *oil* (not essence or extract) is used.

Red coloring paste may be substituted for liquid coloring.

CHOCOLATE TING–A–LINGS

Utensils: double boiler, measuring cup, chopping bowl and knife, pan.

Melt in top of double boiler . .	½ pound sweet chocolate 2 squares bitter chocolate
Add	1 cup Cornflakes 1 cup peanuts coarsely chopped few grains salt

Mix thoroughly.

Spread in buttered pan. Set in refrigerator to chill until mixture is hard enough to cut or break into pieces.

The mixture may be dropped from the tip of spoon instead of being spread in a pan.

Ready-to-eat-cereal manufacturers suggest Kix, Wheaties, Post Toasties, Puffed Rice, as substitutes for Cornflakes.

Some recipes call for ½ cup coconut shreds and ½ cup peanuts.

PERSIAN DIAMONDS

Utensils: food chopper, sharp knife, lemon reamer, shallow pan.

Wash and pit . . . . 20 prunes
Wash and remove stem end . . . . . . 10 pressed figs
Wash and pit . . . . 10 dates
Wash . . . . 10 dried apricots
Put through food chopper.
To fruit paste add . . . . ¼ cup sirup (maple *or* corn *or* ginger)
2 tablespoons lemon juice
¼ teaspoon salt
Put in shallow pan in flat sheet.
Cut into diamonds.
Dust with . . . . confectioners' sugar

CONDENSED MILK BON BONS

Utensils: measuring cup, sieve, teaspoon, fork.

Sift and then measure . . . . 1¼ cups confectioners' sugar
Blend with, using fork . . . . ¼ cup sweetened condensed milk
Add . . . . ½ teaspoon vanilla extract
few grains salt
Form into small balls.
Roll into chopped nut meats *or* shredded coconut.
Or shape into round, flat creams. Press halves of English walnut meats into tops.

ROCKY ROAD CANDY

Utensils: kitchen scissors, pan, double boiler.

Cut into quarters . . . . 12 marshmallows
Scatter these on bottom of buttered pan with . . . . ⅓ cup broken nut meats
Melt in upper part of double boiler . . ½ pound sweet *or* dipping chocolate
Pour over marshmallows and nut meats. Cool.
Cut in squares.

STUFFED PRUNES

Utensils: steamer, sharp knife.

Steam for 15 minutes	12 large prunes
Remove from steamer.	
Split one side of each prune. Remove pit.	
Fill cavity with small amount . . .	Persian-diamond mixture
Roll stuffed prunes in	granulated sugar
Or drop prunes into	melted sweet chocolate
Lay on waxed paper to harden.	

Dried apricots may be steamed. While still soft lay a slice of stuffed prune on each apricot half. Pinch the sides of the apricot around the prune.

Marshmallow may be substituted for the sliced prune.

MOLASSES RICE CRISPS *

Cook to: 244° F.†

Utensils: saucepan, measuring cup, measuring spoons, mixing spoon, small muffin pans or shallow pan.

Put into saucepan and cook to 244° F. . . .	½ cup corn sirup ½ cup molasses
Remove from heat. Add	1 teaspoon vinegar 2 tablespoons butter
Mix well.	
Butter muffin pan wells *or* shallow pan.	
Put into buttered containers	5½ ounces *or* 1 package Rice Krispies
Pour cooked mixture over.	

If the mixture has been put into a shallow pan the candy is cut into pieces for serving.

* Reprinted through the courtesy of the Kellogg Company, Battle Creek, Michigan.

† The temperature 244° F. gives the same result as sirup cooked to a hard ball stage. That is, when a small amount of the hot liquid is put into cold water the mixture may be shaped with the fingers into a hard ball.

CEREALS

CEREAL TABLE

		Cereal	Water	Salt
Granular	Corn meal Grits Cream of Wheat Farina Maltex Ralston Wheatena	1 cup	4 cups	1½ teaspoons
Flaked	Pettijohn's Rolled Oats	1½ cups	4 cups	1½ teaspoons
Cracked or Whole	Barley Hominy Rice, finished Rice, brown Steel-cut *or* Scotch oatmeal Wheat	1⅓ cups	4 cups	1½ teaspoons

General method: Combine the salt with the water in the upper part of a double boiler. When the water is boiling rapidly sift the cereal slowly into it, stirring continuously. Cook over direct heat until the mixture thickens. Place the upper part of the double boiler into the lower part. Set over low heat. Cook the required time. The time is stated on each cereal package.

See directions for combining granular cereals with the boiling water, page 118.

RALSTON WITH APPLE

(The amounts as given make 6 servings.)

Utensils: double boiler, measuring cup, teaspoon, mixing spoon.

Measure and put into upper part of double boiler	4 cups water 1½ teaspoons salt
Set over direct heat.	
Bring to the boiling point.	
Wash, pare, core, and quarter	2 apples
Add to boiling water.	
Let fall or drift slowly into boiling water . . .	1 cup Ralston
Stir as the cereal is added.	
Allow mixture to cook until slightly thickened.	
Set upper part of double boiler into lower part.	
Place boiler over direct low heat.	

Cook cereal required time (as given on the package). Stir occasionally during cooking.

BAKED APPLE SURPRISE

Temperature: 350° F. Baking time: about 40 minutes

Utensils: apple corer, baking dish.

Wash and core	4 apples
Place in baking dish.	
Fill cavities with	cooked Cream of Wheat
Cover top with	brown sugar
Set baking dish on rack in preheated oven and bake the required time.	
Serve warm with	cream *or* top milk

Other cooked cereals may be used.

FRIED CORN-MEAL MUSH

Well-cooked bacon or tiny well-cooked sausage links may be served with the pan-fried mush.

Prepare corn-meal mush, using the proportions given in the table, page 296. Let the cereal cook in the upper part of the double boiler for 2 hours.

Brush the inside of a loaf pan with butter heated only enough to melt it. Be careful the butter is not turned dark by overheating. Pour the hot mush into the pan. Smooth the top of mush. Chill. When

stiff and firm unmold. Cut into slices ½ inch thick. Melt a small amount of lard or vegetable shortening in a heavy large frying pan. Put in slices of mush to cover the bottom of the frying pan. Do not crowd them. Do not let them overlap. When browned on one side slip a pancake turner underneath the slices and turn them. Let them brown on the other side. Serve hot with maple sirup, brown-sugar sirup, or table sirup.

MODIFIED SCRAPPLE

Prepare corn-meal mush, using the proportions given in the table on page 296.

To the mush made with 1 cup corn meal add ½ pound well-cooked finely chopped sausage meat. Do not add the fat which cooked out as the sausage meat was pan-fried. Stir the sausage meat into the hot corn-meal mush. From this point follow the directions given in the preceding recipe for molding, chilling, slicing, and pan-frying.

COOKIES

BROWNIES

Temperature: 350° F. Baking time: about 15 minutes

Utensils: double boiler, measuring cup, measuring spoons, mixing bowl and spoon, egg beater, sifter, baking pans, sharp knife.

Light oven. Set regulator at required temperature.	
Melt in upper part of double boiler .	2 squares chocolate
Add	½ cup fat
	1 cup brown sugar
Remove from fire.	
Beat and add to first mixture . . .	2 eggs
Sift and then measure	¾ cup sifted all-purpose flour
Add	½ teaspoon salt
Sift again.	
Add to first mixture.	
Add	½ teaspoon vanilla extract

Grease small shallow baking dish.
Pour in mixture, spreading it 1½ inches thick.
Sprinkle top with . . . . ½ cup broken nut meats
Set baking pan on rack in preheated oven and bake the required time.
Cut sheet into pieces of serving size. Remove from pan. Dust with powdered sugar.

The nut meats may be added to the cookie mixture instead of being sprinkled on top.

PEANUT BUTTER COOKIES

(The amounts as given make 50 cookies.)

Temperature: 400° F. Baking time: about 8–10 minutes

Utensils: mixing bowl, measuring cup, measuring spoons, bowl, egg beater, cookie sheets.

Light oven. Set regulator at required temperature.
Cream together . . . . 1 cup fat
1 cup peanut butter
Add . . . . 1 cup brown sugar
1 cup granulated sugar

Cream again.
Beat and add . . . . 2 eggs
Sift and then measure . . . . . 2½ cups sifted all-purpose flour
Add . . . . ½ teaspoon salt
1½ teaspoons baking soda

Sift again.
Add dry ingredients to creamed mixture.
Add . . . . 1 teaspoon vanilla extract
Form dough into small balls the size of a walnut. Place on baking sheet. Use fork tines to press across surface of cookies in both directions. Do not place cookies on pan so closely that they touch.
Set cookie sheet on rack in preheated oven and bake the required time.

CORNFLAKE AND GRAPENUT BALLS

Temperature: 250°–275° F. Baking time: about 15 minutes

Utensils: mixing bowl, egg beater, measuring cup, measuring spoons, mixing spoon.

Light oven. Set regulator at required temperature.

Beat until stiff	2 egg whites
Add gradually, continuing the beating .	1 cup sugar
	⅛ teaspoon salt
Mix together	1 cup crushed Cornflakes
	1 cup Grapenuts
	1 cup coconut

Add this mixture to eggs and sugar.

Add	1 teaspoon vanilla extract

Shape into small balls or pyramids on greased baking sheet. Set baking sheet on rack in preheated oven and bake the required time.

PECAN GUMDROP COOKIES

Temperature: 325° F. Baking time: about 30 minutes

Utensils: kitchen scissors, bowl, measuring cup, measuring spoons, egg beater, mixing spoon, shallow tin.

Light oven. Set regulator at required temperature.

Cut into small pieces	12 large cone-shaped gumdrops
	½ cup pecan nut meats
Sift and then measure	2 cups sifted all-purpose flour
Mix gumdrops and nut meats with half the flour.	
Beat	4 eggs
Add, then beat again	1 tablespoon water
	2⅓ cups brown sugar
Mix remaining half of flour with .	1 teaspoon powdered cinnamon
	¼ teaspoon salt

Combine egg and flour mixtures. Mix well.
Spread in shallow greased tin.
Set on rack in preheated oven and bake the required time.
Remove from pan. Cut into squares. Roll in confectioners' sugar.

PUMPKIN DROP COOKIES

Temperature: 375° F. Baking time: about 12 minutes

Utensils: mixing bowl, measuring cup, measuring spoons, bowl, mixing spoon, egg beater, flour sifter, baking sheet.

Light oven. Set regulator at required temperature.

Cream	½ cup butter
Add and cream together . . .	1 cup sugar
Beat and add	2 eggs
Add	1 cup pumpkin purée
Sift and then measure	1¼ cups sifted all-purpose flour
Add	1 teaspoon powdered cinnamon
	¼ teaspoon powdered ginger
	¼ teaspoon grated nutmeg
	2 teaspoons baking powder
	½ teaspoon salt
Sift again.	
Add to flour mixture	1 cup seedless raisins
Combine with first mixture.	
Add	½ teaspoon vanilla extract

Drop by spoonfuls on greased baking sheet.
Set cookie sheet on rack in preheated oven and bake the required time.

One-half cup nut meats may be added if desired.

REFRIGERATOR ROLLED-OATS COOKIES

Temperature: 375° F. Baking time: about 15 minutes

Utensils: mixing bowl, measuring cup, measuring spoons, bowl, egg beater, chopping bowl and knife, cookie mold, sharp knife, spatula, cookie sheets.

Light oven. Set regulator at required temperature.

Cream	1 cup fat
Add	1 cup brown sugar
	1 cup granulated sugar
Cream well.	
Beat and add	2 eggs

(Continued on next page)

Chop enough nut meats to measure	½ cup chopped nut meats
Add to first mixture.	
Sift and then measure	1½ cups sifted all-purpose flour
Add	3 cups rolled oats
	1 teaspoon baking soda
	½ teaspoon salt
	1 teaspoon powdered cinnamon
	¼ teaspoon grated nutmeg
	⅛ teaspoon powdered cloves

Mix well.
Combine dry ingredients with creamed mixture.
Pack tightly into cookie molds lined with paraffin paper or shape into rolls, wrap rolls tightly in paraffin paper. Chill thoroughly.
Unmold. Cut down into thin slices. Place on cookie sheet, set on rack in preheated oven, and bake the required time.

CHRISTMAS COOKIES

Temperature: 325° F. Baking time: about 12–15 minutes

Utensils: saucepan, measuring cup, measuring spoons, mixing bowl, mixing spoon, sifter, lemon reamer, chopping bowl and knife, baking sheet, spatula.

Bring to boil in saucepan . . .	1½ cups light molasses
	½ cup shortening
Sift and then measure	3 cups sifted all-purpose flour
Add	1½ teaspoons baking soda
	1½ teaspoons powdered cinnamon
	½ teaspoon powdered cloves
	½ teaspoon powdered cardamom
Sift again. Add to first mixture.	
Add	1 tablespoon lemon juice
Chop or shred	½ cup almond nut meats
	¼ cup citron peel
	2 tablespoons orange peel
	2 tablespoons lemon peel
	grated rind 1 orange
	grated rind 1 lemon

Add chopped nut meats, peels, and grated rinds to first mixture. Mix well.

Cover bowl. Let dough stand in warm room for one day.

Spread pastry board with mixture of flour and sugar.

Roll dough lightly to ¼-inch thickness. Cut into shapes.

Transfer to baking sheet. Set baking sheet on rack in preheated oven and bake the required time.

GINGERBREAD BOYS *

(The amounts given make about 12 gingerbread boys.)

Temperature: 350° F. Baking time: about 15–18 minutes

Utensils: measuring cup, measuring spoon, mixing bowl, mixing spoon, rolling pin, pastry board, cookie cutter, sharp knife, spatula, cookie sheet.

Trace pattern of gingerbread boy onto lightweight cardboard. Cut out. Oil the pattern.

Light oven. Set regulator at required temperature.

Cream	⅓ cup shortening
Add gradually	1 cup brown sugar (packed in cup)
Cream thoroughly.	
Add	1½ cups dark molasses
Sift and then measure	7 cups "kitchen tested" flour
Add	1 teaspoon powdered allspice 1 teaspoon powdered ginger 1 teaspoon powdered cloves 1 teaspoon powdered cinnamon 1 teaspoon salt
Sift again.	
Stir into molasses mixture alternately with	½ cup cold water
Do last mixing by hand. Dough becomes too stiff to stir.	
Measure	2 teaspoons baking soda
Dissolve in	3 tablespoons cold water

(*Continued on next page*)

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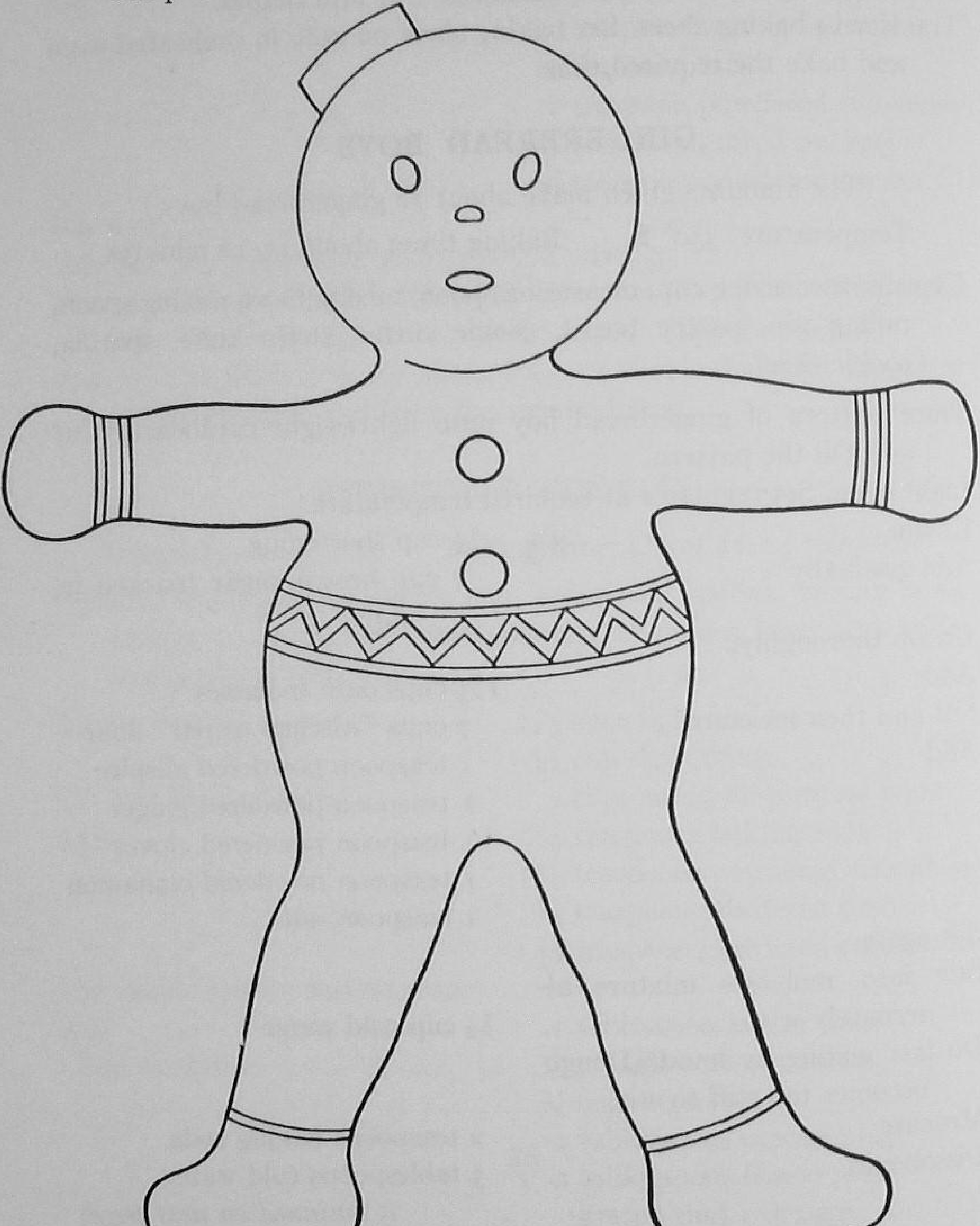
Add to cookie dough. Mix well.

Chill.

Put on lightly floured board. Roll to ½-inch thickness.

Lay gingerbread-boy pattern on dough, cut around pattern with sharp knife.



Transfer boys to lightly greased heavy baking sheet.

Press raisins or currants into dough for eyes, nose, mouth, and shoe and cuff buttons. Use pieces of candied cherries, red gumdrops, other small candies, etc., for coat buttons, and strips of citron or coconut for tie.

Place baking sheet on rack in preheated oven and bake the required time.

Remove from oven. Cool slightly. Carefully remove from baking sheet.

With simple white confectioners'-sugar icing, make outlines for collar, cuffs, belt, and shoes.

For icing stir confectioners' sugar into 1 teaspoon cold water or lemon juice. Have mixture stiff enough to hold the outline shapes.

Or put 1½ cups confectioners' sugar with 1 egg white and ¼ teaspoon cream of tartar in bowl of electric mixer. Beat until so stiff the mixture holds a fine point. (Use this icing for writing names on apples. See page 321.)

LEBKUCHEN

Temperature: 350° F. Baking time: about 15 minutes

Utensils: saucepan, measuring cup, measuring spoons, mixing spoon, mixing bowl, sifter, bowl, egg beater, saucepan, sharp knife, baking sheet.

Boil in saucepan for 5 minutes . .	⅔ cup strained honey
	1 cup light brown sugar
	⅛ cup water
Sift and then measure	4 cups sifted all-purpose flour
Add	⅛ teaspoon ground cloves
	⅛ teaspoon grated nutmeg
	½ teaspoon ground cinnamon
	¼ teaspoon baking soda
	⅛ teaspoon salt

Sift again.

Add dry ingredients to first mixture.

(*Continued on next page*)

Beat slightly and add	2 eggs
Blanch and shred	¼ pound almond nut meats
Cut and chop fine	⅛ pound citron
	⅛ pound candied orange peel

Work nut meats and peels into first mixture.

Cover. Set in a cool place over night.

Roll dough on lightly floured board to ¼-inch thickness. Cut into rectangles 1 inch by 3 inches.

Transfer to a greased baking sheet. Set baking sheet on rack in a preheated oven and bake the required time.

When slightly cool cover with transparent icing.

Transparent Icing

Mix	1 cup confectioners' sugar
	1 teaspoon lemon juice
	5 teaspoons boiling water

Almond meats are blanched by pouring boiling water over them, allowing them to stand for a few minutes. The brown skin swells slightly and separates itself from the nut meats. At this stage the skin may be pinched off easily.

PEPPERNUTS

Temperature: 350° F. Baking time: about 15 minutes

Utensils: mixing bowl, egg beater, measuring cup, measuring spoons, mixing spoon, flour sifter, chopping bowl and knife, grater, cookie cutter, baking sheet.

Light oven. Set regulator at required temperature.

Beat	2 eggs
Add	1 cup sugar
Beat mixture for 15 minutes.	
Chop fine	1 ounce citron
	1 ounce blanched almond nut meats

Add to egg-sugar mixture.

Add . . . . grated rind ½ lemon
Sift and then measure . . . . . 2¼ cups sifted all-purpose flour
Add . . . . ⅛ teaspoon ground cloves
½ teaspoon grated nutmeg
⅛ teaspoon salt
few grains black pepper

Sift again.

Add dry ingredients to first mixture.

Roll dough on lightly floured board to ¾-inch thickness. Cut into 1-inch rounds. Let stand 10 minutes. Invert and place 1 drop water on each round before transferring it to greased cookie sheet. Set cookie sheet on rack in preheated oven and bake the required time.

DESSERTS

BAKED CUSTARD

(The amounts as given make 2 small custards.)

Temperature: 300° F. Baking time: about 50 minutes

Utensils: egg beater, mixing bowl, measuring cup, measuring spoons, sieve, custard cups, grater.

Beat slightly . . . . 1 egg
Add and beat again . . . . 1½ tablespoons sugar
few grains salt
Add . . . . ¾ cup milk
Strain into custard cups.
Grate over top of custard . . . . . . few grains nutmeg

Set these cups in larger pan containing about 1 inch of water.

Set on rack in preheated oven and bake the required time. At end of 30 minutes insert a clean knife blade. Remove. If no custard is clinging to it the custards are done. Remove from oven and water bath.

If heat is too great the liquid custard will bubble. This, as well as overcooking, gives a rough watery custard.

SOFT CUSTARD

Utensils: double boiler, measuring cup, measuring spoons, bowl, egg beater.

Heat or scald in upper part of double boiler	1½ cups milk
Mix	¼ cup sugar
	1 teaspoon cornstarch
	⅛ teaspoon salt
Add	3 egg yolks
Pour hot milk slowly onto the sugar-egg mixture.	
Return to upper part of double boiler. Cook until the custard coats the spoon. Remove from direct heat.	
Add	1 teaspoon vanilla extract *or*
	¼ teaspoon almond extract

To test for "coats the spoon" dip spoon into custard. Lift to let custard run out of spoon. When a thin film is left which "coats" or veils the silver bowl of the spoon the custard is done.

An overcooked custard which has curdled may be smoothed by beating with rotary egg beater. The smoothed custard will be thinner than if it had not curdled.

CHOCOLATE RENNET CUSTARD

(The amounts as given make 4 servings.)

Utensils: double boiler, measuring cup, mixing spoon.

Heat in upper part of double boiler .	2 cups milk
Add	few grains salt
When milk is 125° F remove from fire or from lower part of double boiler.	
Add contents of	1 package "chocolate junket rennet powder"
Stir briskly until dissolved, not more than 1 minute.	

Pour into individual dishes. Let stand undisturbed for 10 minutes.
Put in refrigerator. Chill thoroughly.
Serve in individual dishes in which it was poured.

Topping

Combine . . . . ½ cup marshmallow topping
½ cup chocolate sirup
few drops peppermint flavoring

Mix thoroughly.
Serve on top of each dessert.

Milk heated in the upper part of a double boiler is higher in temperature at the bottom than top. Remove the milk from the water bath, stir well, then take the temperature.

TAPIOCA WITH PEPPERMINT STICK

(The amounts as given make 8 servings.)

Utensils: saucepan, measuring cup, measuring spoon, food chopper, bowl, egg beater.

Combine in saucepan . . . . . 1 egg yolk
¼ cup milk

Add . . . . ⅓ cup granulated tapioca
¼ cup sugar
¼ teaspoon salt
⅔ cup coarsely ground peppermint candy sticks
3¾ cups milk

Set saucepan over direct heat. Bring mixture quickly to a full boil, stirring constantly. Remove from fire.
Beat until just stiff enough to hold shape . . . . 1 egg white
Fold hot tapioca mixture into egg white. Chill.
Serve with chocolate sauce.

DATE CARAMEL CREAM

(The amounts as given make 4 servings.)

Utensils: sharp knife, measuring cup, measuring spoons, double boiler, bowl, egg beater.

Cut or chop	½ cup nut meats
Pit and slice	½ cup dates
Place in upper part of double boiler .	1¾ cups milk
Heat until thin skin forms over top.	
Add dates to milk.	
Mix	2 tablespoons cornstarch ¼ cup brown sugar ¼ teaspoon salt
Add to hot milk.	
Set upper part of double boiler in lower part.	
Cook over direct heat for 20 minutes.	
Beat	2 egg yolks
Add	¼ cup cold milk
Combine egg mixture and nut meats with milk in double boiler. Cook until slightly thickened (about 3 minutes). Remove from fire.	
Add	½ teaspoon vanilla extract

Substitute lemon juice for vanilla extract or add a few grains of powdered ginger to change the flavor. Substitute seedless raisins for dates.

BUTTERSCOTCH PUDDING

Utensils: frying pan, measuring cup, measuring spoon, mixing spoon. double boiler, egg beater.

Into small heavy frying pan put . .	2 tablespoons sugar 2 tablespoons butter
Cook over direct heat until golden brown.	
Put into upper part of double boiler	1½ cups milk

Set upper part of double boiler into lower part.

Place over direct heat. Heat until thin skin forms over top of milk.

Combine . . . . 3 tablespoons cornstarch
¼ cup cold milk
4 tablespoons sugar
⅛ teaspoon salt

Add to scalded milk.

Add sugar-butter mixture. Stir well. Cook for 20 minutes. Remove from fire.

Add . . . . 1 teaspoon vanilla extract *or* few drops almond extract

Rinse mold or molds with cold water. Pour pudding mixture into molds. Chill.

Unmold and serve with . . . . . chocolate sauce *or* crushed pineapple *or* cooked fruit sauce

Two stiffly beaten egg whites may be beaten into the pudding just before removing from fire.

APRICOT SAUCE

Utensils: sauce pan, measuring cup, measuring spoon, purée sieve, small bowl.

Wash, then soak overnight in cold water to cover. Cook slowly until tender. — 1 cup dried apricots

Put through purée sieve. Add to the purée — 1½ cups water
1/16 teaspoon salt

Bring to the boiling point.

Mix . . . . 1 tablespoon cornstarch
¼ cup water
1 teaspoon cornstarch

Add this to the purée mixture. Cook, stirring constantly, for 10 minutes.

APPLE SNOW

Beat until stiff . . . . 3 egg whites
Add gradually a little at a time . . . 1½ cups sweetened and strained apple sauce

Continue beating until it is very stiff and fluffy and stands up in peaks. Serve with *Custard Sauce.*

When egg whites are beaten into the purée the fluffy, airy mixture resembles snow. It may not be as white as new-fallen snow, but is as feathery, explaining why a dessert of this kind is called a snow. Prunes, apricots, peaches, as well as apples, may be cooked until soft and then put through the purée sieve. When beating is done by hand it is best to beat the egg whites first; when an electric beater is used add the unbeaten egg whites to the purée and then beat.

LEMON BREAD PUDDING

Temperature: 350° F. Baking time: about 40 minutes

Utensils: mixing bowl, measuring cup, measuring spoons, grater, bowl, egg beater, baking dish.

Light oven. Set regulator at required temperature.
Put into baking dish . . . . . . 1 tablespoon butter
Set in oven.
Crumb enough day-old bread to make 1 cup fine bread crumbs
Mix crumbs with . . . . ½ cup sugar
grated rind 1 lemon
⅛ teaspoon salt
Beat lightly . . . . 1 egg
Add to egg . . . . 2 cups milk
Mix well. Add to bread crumbs.
Remove baking dish from oven. Mix ingredients with melted butter.
Set baking dish on rack in preheated oven and bake the required time.
Remove from oven. Spread with meringue. Set back in oven until meringue is light brown in color.

Meringue

Beat until stiff	1 egg white
Add	½ cup sugar
	strained juice of ½ lemon
Beat again.	

Use custard test for "doneness" of pudding.

Baking dish may be set in larger pan which holds a small amount of water.

LEMON SNOW PUDDING

Utensils: measuring cup, measuring spoons, grater, lemon reamer, bowl, egg beater.

Measure	¼ cup cold water
Sprinkle into it	1 tablespoon unflavored gelatin
Allow to stand until water is absorbed.	
Add	¾ cup boiling water
Stir until gelatin is dissolved.	
Add	¾ cup sugar
	few grains salt
	grated rind 1 lemon
	strained juice 1 lemon
Set mixture in cool place.	
When gelatin is partially set add .	3 egg whites
Beat well.	
Chill until well stiffened.	

If an electric mixer is used, the egg whites need not be beaten before being combined with the gelatin. If a hand egg-beater is used, have the egg whites beaten stiff before they are beaten into the partially congealed or stiffened gelatin.

Something of the same effect of lightness may be obtained by whipping a partially congealed gelatin. Egg whites are not used in such a whip. Soft custard makes a sauce of pleasing contrasting color.

MAGIC VANILLA ICE CREAM

(The amounts as given make 4 servings of a size most people like.)

Utensils: can opener, mixing bowl, measuring cup, measuring spoons, cream whipper, freezing trays.

Set cold control in refrigerator for fast freezing.
Measure . . . . $\frac{2}{3}$ cup sweetened condensed milk
Add . . . . $\frac{1}{2}$ cup water
$1\frac{1}{2}$ teaspoons vanilla extract
few grains salt

Blend thoroughly.
Whip to foamy, fluffy thickness   1 cup whipping cream
Fold whipped cream into chilled mixture.
Pour into freezing trays. Sprinkle a little water on bottom of freezing-unit compartment before sliding the tray in.
Place in freezing unit.
After mixture is about half frozen remove tray from refrigerator. Scrape mixture from sides and bottom of tray. Beat mixture until smooth but not melted. Smooth surface. Replace in freezing unit until ready for serving.

PINEAPPLE ICE CREAM

Utensils: mixing bowl, beater, measuring cup, measuring spoons, sharp knife, lemon reamer, freezing trays.

Set cold control in refrigerator for fast freezing.
Set mixing bowl in bed of cracked ice. Into chilled bowl put . 1 pint coffee cream *or* table cream
Add contents of . . . . 1 package vanilla "junket mix"
Beat until thick, 1 to 2 minutes.
Add . . . . $1\frac{1}{2}$ cups crushed drained pineapple
2 tablespoons lemon juice
few grains salt

Mix well.

Pour into freezing trays. Place in freezing-unit compartment. Sprinkle a little water on bottom of freezing-unit compartment before sliding the tray in.

When ice cream is frozen to desired consistency set refrigerator cold control back to accustomed place.

FRESH STRAWBERRY ICE CREAM

Utensils: ricer, mixing bowl, measuring cup, measuring spoons, freezer, burlap bag, mallet.

Wash, clean, hull	1 quart strawberries
Add	1 cup sugar
Cut berries into small pieces. Let stand with sugar for 10 minutes.	
Put fruit through ricer.	
To strawberry purée add	1 pint (2 cups) cream few grains salt
Place 10 pounds ice in burlap bag.	
Pound the ice with a mallet until ice is broken into pieces no larger than an egg.	
Mix cracked ice with ice-cream salt, using . .	8 parts cracked ice 1 part ice-cream salt

Pour mixture into freezing can of ice-cream freezer.
Follow directions for adjusting paddle or dasher.
Set freezing can into ice-cream freezer.
Put on ice and salt mixture to cover can completely.
Turn freezer handle. As the volume of ice decreases replace with some of ice-salt mixture.
The ice cream is frozen when the handle which you have revolved with difficulty suddenly moves easily.
Remove any ice on top of freezing can. Wipe carefully so that no brine will get into ice cream when you lift the cover of the freezing can.
Remove dasher, scrape ice cream which clings to it, pack into can (pay the person who turned the crank with a generous taste of ice cream). Put on cover, insert cork in opening in top of cover. Repack with ice and salt. Stand away to ripen for 2 hours.

CRUMB PIECRUST

(The amounts as given make 1 9-inch pie shell.)

Utensils: rolling pin, measuring cup, measuring spoon, pie plate.

Crush enough crackers or ready-to-eat cereal to make	1 cup crumbs
Add and mix well	1 teaspoon flour
	½ cup softened butter
	¼ cup sugar
	1 teaspoon cinnamon

Press mixture evenly into bottom and on sides of pie plate. Set in refrigerator to chill.

ORANGE CHIFFON PIE

(The amounts as given make filling for 1 9-inch pie shell.)

Utensils: measuring cup, measuring spoons, mixing bowl, bowl, egg beater, lemon reamer, grater.

Measure	1 tablespoon granulated gelatin
Add	¼ cup cold water
Let gelatin soften for 5 minutes.	
Beat	4 egg yolks
Add to them	½ cup sugar
	½ cup orange juice
	1 tablespoon lemon juice
	1 tablespoon grated orange rind
	½ teaspoon salt
Cook in double boiler until mixture coats the spoon.	
Add gelatin mixture. Stir well.	
Chill until partially stiffened.	
Beat until stiff	4 egg whites
Fold in	½ cup sugar
Beat again.	
Fold into custard.	
Pour into chilled pie shell (see recipe above). Chill.	

CHOCOLATE SAUCE

Utensils: double boiler, measuring cup, measuring spoons, mixing spoon.

Melt in upper part of double boiler	1 square unsweetened chocolate ⅓ cup water
When blended add	1 tablespoon butter 2 tablespoons corn sirup 1 cup sugar few grains salt
Cook over direct heat. Stir constantly until sugar is dissolved. After sauce has reached the boiling point let it boil for 5 minutes. Stir frequently. Cool slightly.	
Add	½ teaspoon vanilla extract

This chocolate sauce is good when served hot over ice cream. It is equally good when served cold on a baked custard. For a richer sauce try the one called Chocolate Topping.

CHOCOLATE TOPPING

(The amounts as given make 3 cups.)

Utensils: double boiler, measuring cup, mixing spoon.

Melt in top of double boiler . .	2 squares unsweetened chocolate
Remove from boiling water.	
Add	1 can (1⅓ cups) sweetened condensed milk
Stir well.	
Add gradually, stirring constantly	1 cup hot water ½ cup sugar ⅛ teaspoon salt
Stir well.	

This mixture may be stored in a tightly covered jar in the refrigerator for a week or ten days.

This mixture may be used as a topping on junket.

EGGS

SOFT-COOKED EGGS

Utensil: saucepan.

Place in saucepan . . . . 1 egg
Cover with . . . . boiling water
Set over direct heat. Let water simmer.
Remove egg at the end of required time, about 8 minutes.

CODDLED EGGS

Repeat process given above but cover utensil after adding water. Remove from direct heat. Let stand 10 minutes.

HARD-COOKED EGGS

Utensil: saucepan.

Place in saucepan . . . . 1 egg
Add more than enough to cover . . . . cold water
Set saucepan over direct heat. Bring water to boil.
Decrease heat. Let water simmer for 40 minutes.
Remove egg at the end of that time.

DEVILED EGGS

Follow the directions given for the hard-cooked eggs.

While the cooked eggs are still hot, peel them. Do this by holding an egg in your hand under the running cold water. Crack the shell, peel off the pieces. It is best to shell the eggs as soon as they have been taken from the hot water because a sulphur gas in the egg can thus escape and does not turn the white black.

Cut the eggs into halves. Remove the yolks. Mash and season with softened butter or cream; add any or all of the following: deviled ham, salad dressing, finely chopped green pepper or olives. Mix the ingredients well. Refill the egg-white halves, heaping the mixture in roughly.

If you desire to put the two filled halves together, do not heap the seasoned egg yolk but smooth it to the level of the egg white. Put the two halves together, lay them on a small square of paraffin paper, wrap the paper around the egg, and twist the ends of the paper.

EASTER EGGS

Follow the rule given for the hard-cooked eggs. Most decorations are more effective when applied to a white-, rather than a brown-shelled egg. If you are using crayons for decoration, apply these while the eggs are warm. For some of the other types of decoration the eggs may be cold. If the shell feels greasy wipe the egg with a cloth wrung out of vinegar. Do this before attempting to decorate the egg.

In using Easter-egg dyes follow the directions on the package.

SCRAMBLED EGGS

(The amounts as given make 4 servings.)

Utensils: saucer, double boiler, fork, measuring cup, mixing spoon.

Break one at a time into saucer	4 eggs
After egg has been broken and proved to be fresh slip it into upper part of double boiler.	
Add to the eggs	⅓ cup milk 4 teaspoons butter ⅛ teaspoon salt

Mix ingredients with a fork.
Set upper part of double boiler into lower part.
Place boiler over direct heat.
Stir and scrape mixture from bottom and sides of boiler.
Remove from fire while mixture is still creamy.
Serve on heated platter. Garnish as desired.

Parsley, quarters of small chilled peeled tomatoes, paprika, make attractive garnishes. Scrambled eggs may be served with small well-cooked sausages, or with strips of crisp bacon.

BAKED-EGG SANDWICH

(The amounts as given make 4 servings.)

Temperature: 475° F. Baking time: about 10 minutes

Utensils: bread knife, cookie cutter, meat grinder, knife, baking sheet.

Cut ¾ of an inch thick	8 slices bread

(*Continued on next page*)

Cut circular opening with a large-size cutter in center of 4 of these slices.	
Grind or mince cooked ham to make	1 cup cooked ham
Spread ham on 4 whole slices bread.	
Top with slices of cut-out bread.	
Spread top of each cut-out slice of bread with .	butter
Break 1 whole egg into circle at top of each sandwich using	4 eggs
Sprinkle top of egg with	salt and pepper
Place on baking sheet and set on rack in preheated oven and bake the required time, or until the white is set.	

Thin whole slices of cooked ham may be substituted for the ground ham. Trim each ham slice to fit a whole slice of bread.

FRUITS

FRESH FRUITS

Small Fruits. General directions for preparation follow:

When you are ready to prepare the fruit put it into a large colander. Do this gently. Let warm or cold water run over gently. Lift the fruit so the water can reach all parts. Do this gently. Let the water drain (it will do this gently without your help). Pick over the fruit, removing hulls, stems, bits of leaves. Cut out any small spots on the berries. Put fruit into a serving bowl. Sweeten, if desired. Set in a cool place until needed.

Cherries are washed and pitted. The fruit is then sweetened. Trees which have not been properly sprayed when the fruit was ripening may yield wormy cherries. Listen intently when you insert your thumb into the cherry to remove the cherry stone. If you hear a faint "plop" that cherry is apt to be wormy.

Rhubarb or Pieplant. Rhubarb or pieplant is at its best in the late spring. Served as a sauce it frequently appears at luncheon. The sauce may be baked in the oven. The method is as follows: the stalks are washed, the pithy stem and the leafy tops are cut off. The stalks are then cut into pieces letting the pretty thin red skin stay on. The fruit is put into a casserole, no water is added,

but enough sugar is put on to make your conscience hurt. Better allow 1 cup of sugar for 2 cups of rhubarb measured after it has been cut into pieces. Put a cover on a casserole, set the baking dish in a 350° F. oven, let the mixture bake until a sizzle and the smell of burning sugar let you know that the juice has started to run out from under the cover. (Of course if you watch it, you won't let the cover stay on long enough for this to happen.) After the cover has been removed the sauce bakes for a short time longer. Bits of citron or orange peel may be added if desired. The sauce is served warm or cold.

Apples. General directions for preparation follow:

First, wash the fruit; second, cut out the skin surrounding the stem or the little depression or valley out of which the stem grew. Up-to-date farmers spray apple trees and apples as they ripen to prevent worm-eaten fruit. The spray may settle in the depression from which the stem emerges. For that reason it is wise to cut that particular part of the skin away.

Apples which are to be baked are left whole with the skin on. The core is removed. This cavity is filled with "sugar and spice and all things nice" before the apples are baked.

In making applesauce the skins may be left on while the apples cook. Cores are removed before cooking. The cooked mixture is put through a sieve; both skin and lumps are removed.

Apples may be washed thoroughly, taking especial pains with the little stem depression, dried, and polished until they shine. For Christmas, polish enough red apples to fill a bowl. Using a stiff icing, pipe a name (for example, Alice) on each apple. The contrast of the snowy icing with the shiny red apple spells Christmas. (See recipe for icing, Gingerbread boys, page 305.)

Bananas. General directions for preparation follow:

Bananas may be sliced and served with a breakfast cereal; for luncheon, sliced and put into a lemon gelatin which is beaten into a snow; may be baked to serve with the meat for dinner. Bananas are an excellent after-school snack. They are refreshing when mashed and combined with milk for a rich beverage.

Melons. General directions for preparation follow:

When serving melons, do not put small pieces of ice into the hollowed halves or quarters. That destroys the flavor. Remove the seeds and the pithy part of cantaloupe, honeydew, and honey-ball. Do not make the servings of watermelon so large that they take away your appetite. That can't be done, you say? Well, we like watermelon, too.

Citrus Fruits. General directions for preparation follow:

When citrus fruits are to be served for breakfast it is best to put the whole fruit into the refrigerator the night before. In the morning the fruits are cut in halves, the seeds and core are removed, and the fruit sections separated from the tough connecting membranes. The juice of citrus fruits when exposed to the air becomes bitter and loses some vitamin content. That is the reason for waiting to prepare them until a short time before serving.

When oranges or grapefruit are served for luncheon you may "pretty" them up a bit. Cut the fruit in halves crosswise and the edge of the peel may then be cut into points, or the cutting into points may be done before the orange halves are separated. Occasionally the peel is cut in the shape of a basket. After the fruit has been removed from the basket and separated from its connecting tissue, the fruit sections are piled back in. Occasionally ice cream is packed into the orange-peel basket. This, of course, is done for a very fancy dessert.

We are more apt to serve orange juice than orange halves. We may serve grapefruit juice, also.

When grapefruit is served for *luncheon*, it may be prepared in this fashion: cut the grapefruit into halves, remove the core, the pith, and the seeds. Put a small amount of brown sugar, maple sirup, or honey near the center of the fruit. Add a dab of butter, place the fruit under the broiler flame for a long enough time to heat the fruit and to brown the top. Serve hot.

Well-chilled grapefruit halves may be sweetened with a few white or green mints. A candied cherry may be placed in the center of each grapefruit serving. Sugar may be added.

QUICK-FROZEN FRUITS

General directions for preparation follow:

Keep frozen solid in containers until shortly before serving. Unwrap, put into serving bowl set in warm kitchen. (Allow approximately three quarters of an hour.)

Some fruits are sweetened before being packed. Read the information on the box.

Quick-frozen peaches turn dark on standing for any length of time after they are defrosted and exposed to the air.

Long standing after defrosting seems to make fruits mushy.

In other words, use as soon as possible after defrosting. Then you can enjoy the rich, fresh flavor and the perky, fresh appearance of the fruit.

CANNED FRUITS

General directions for preparation follow:

Canned fruits may be served as sauce or dessert fruit. They may be used (after draining) in gelatin desserts, in salads, fruit cups, in upside-down cakes, in puddings, and pies.

Combine two varieties of canned fruits. For instance, canned apricots and grapefruit; canned peaches and red raspberries.

DRIED FRUITS

General directions for preparation follow:

Wash the fruit. Put in saucepan. Add more than enough water to cover. Simmer for ½ hour. Boil vigorously for 10 minutes. Add sugar, if desired, during cooking or afterwards. Slices of lemon added to prunes give pleasing flavor.

Many varieties of prunes need little, if any, sugar added.

Apricots and peaches may require ¼ cup sugar for 2 cups of dried fruit.

Try the addition of a small amount of cinnamon to peaches, a few grains of nutmeg to apricots.

FRUIT CUP

Fruit cup should be pretty as a picture. The servings should be small in size, well chilled, pleasingly tart, and free from juices.

A fruit cup is served in a glass sherbet dish. This dish usually has a flaring top which extends from a short stem.

Canned "fruit salad" is used frequently. Drain and chill the contents of the can before using. Add fresh or canned grapefruit or fresh orange sections. Sliced bananas may be added. Dip the banana slices in fruit juice to keep them from turning dark. Add 1 tablespoon chilled gingerale to each fruit cup before serving. This helps to give flavor to the canned fruit salad.

Melon balls in watermelon pink, honeydew green, cantaloupe yellow, may be put into a cup and set off with a shiny ripe blackberry. Canned pear, fresh or canned grapefruit, with a Maraschino cherry cut to resemble an open flower and placed on top of the white fruit, make an attractive combination.

Sprinkle a few pomegranate seeds on a fruit cup that lacks color. Use a fresh strawberry, a few large whole blueberries or fresh red raspberries to top a fruit mixture. Well-washed mint leaves make an attractive topping, also.

APPLESAUCE

(The amounts as given make 8 small servings.)

Utensils: paring knife, saucepan, measuring cup, sieve, grater.

Wash, pare, core, and quarter .	2 pounds (about 6) cooking apples
Put in saucepan with	½ cup water
Cover saucepan.	
Cook over direct heat for 20 minutes. Stir occasionally.	
Put sauce through sieve.	
Add	½ cup sugar
Stir. Reheat for 2 minutes.	
Flavor with	few grains grated nutmeg *or* few grains powdered cinnamon

To make "rosy" applesauce add ¼ cup cinnamon candies ("red hots") to applesauce after it has been sieved and sweetened.

RAW CRANBERRY FRUIT RELISH *

(The amounts as given make 1½ quarts.)

Utensils: food chopper, paring knife, mixing bowl, measuring cup.

Wash, pick over	1 pound (4 cups) fresh cranberries
Wash, quarter, and remove seeds	2 oranges
	1 lemon
Wash, pare, core	2 apples
Put fruits through food chopper	
Add and mix well	2½ cups sugar
	few grains salt

Let stand for a few hours before serving.

If oranges are thick-skinned you may remove peel from oranges, scrape out the white, bitter part. Then grind remaining yellow peel with fruits.

MEATS, MEAT AND FISH DISHES

BACON

Utensils: heavy frying pan, or broiler, or special bacon cooker.

Put bacon slices into cold frying pan. Heat gently. Bacon is done when the slices have curled or crinkled and when the fatty part of the bacon is almost transparent.

Bacon may be cooked in the oven as well as on top of the stove or on the broiler. When you are cooking many slices of bacon you will find it best to put a rack or trivet into the frying pan. Set bacon slices on trivet. Then the fat which comes from the bacon as it cooks falls into the lower part of the pan. The slices of bacon do not get over-cooked in hot fat.

* Adapted from recipe taken from American Cranberry Exchange.

LIVER AND BACON

Utensil: heavy frying pan.

Dredge with flour	¼-inch-thick slices liver
Sprinkle lightly with	salt and pepper
Into heavy frying pan put	small amount hot bacon fat*

Brown slices of liver first on one side and then the other.
Cooking time is approximately 5 minutes.

Liver and bacon is a popular breakfast dish. Be careful not to overcook the liver. It should be soft and not hard when served.

Dredging with flour may be omitted if desired. In this case seasoning is done after the liver is cooked.

It is not necessary to pour boiling water over liver before cooking it.

Calves' liver is more tender than beef liver. Try pork liver occasionally. Cover pork liver with sour milk. Let stand 1 hour. Drain before cooking.

SQUAW CORN

Utensils: heavy frying pan, sharp knife, can opener, bowl, egg beater.

Cut into small pieces	5 slices bacon
Slice	1 medium-sized onion
Cook bacon and onion in frying pan until partly brown.	
Remove seeds and partition membranes and cut into small pieces	½ green pepper
Add to bacon and green pepper mixture contents of	1 #2 can corn (2½ cups)
Cook until thoroughly blended (approximately 5 to 8 minutes).	
Beat	2 eggs
Add to above mixture.	
Add	½ teaspoon salt

Cook over low fire until eggs have thickened.

* See preceding recipe for cooking of bacon.

CUBED STEAK

Utensil: heavy frying pan or broiler.

In preparing cubed steak the meat dealer uses the tougher parts of the round steak. He has a cubing machine which cuts the fibers and shapes the meat so that the cubed steak looks like a small, round waffle.

Because the fibers have been cut, the cooking time is shortened.

Ask the meat dealer for a small piece of suet when you are buying cubed steak. Put the suet in the frying pan. Let it heat until there is a film of fat in the bottom of the pan. Remove the suet.

Put the cubed steak into the frying pan and cook, first on one side and then the other. The approximate cooking time will be 8 to 10 minutes. Season with salt. Serve at once.

Cube steak may be broiled.

Frozen "chip" steak is a comparatively new product. The steak is almost wafer-thin. Cook ½ minute on one side. Turn and cook ½ minute. Steak is ready to be eaten.

MEAT CAKES (HAMBURGS)

(The amounts as given make 8 medium-sized cakes.)

Utensils: mixing bowl, measuring spoons, frying pan, pancake turner.

Combine	1 pound round steak, ground
	1 teaspoon salt
	⅛ teaspoon pepper
	1 tablespoon chopped parsley
Shape mixture into flat, round cakes.	
Rub over surface of heavy frying pan	small piece suet

Place meat cakes on frying pan. Brown on one side, then on the other. Serve at once.

Hamburgs may be served between split and buttered buns. In this case make hamburg cakes the size of the bun.

A thin slice of Bermuda or white onion may be pan-fried lightly and placed on top of meat cakes when served.

Barbecue sauce (see page 329) is good on these hamburgs for picnic meals.

MEAT LOAF

Temperature: 400° F., then 350° F.	Baking time: 10 minutes, then 30 minutes

Utensils: mixing bowl, measuring spoons, mixing spoon, grater, loaf pan.

Light oven. Set regulator at required temperature.	
Measure and put into loaf pan. .	3 tablespoons fat
Set pan in oven.	
Put into mixing bowl	2 slices bread
Pour over these	½ cup hot water
Break bread into small pieces. Use your hand.	
Add	1 pound round steak, ground
	1 tablespoon salt
	2 tablespoons chili sauce
	1 teaspoon Worcestershire sauce
	¼ teaspoon celery salt
	1 egg
	½ teaspoon poultry dressing seasoning
Grate and add	1 teaspoon onion
Remove loaf pan from oven.	
Pour melted fat in this pan over meat mixture. Mix well.	
Put loaf in loaf pan. Smooth top of loaf.	
If desired lay over top	4 strips bacon

Set pan on rack in preheated oven and bake for 10 minutes. Reduce heat and bake the required time.

Shelled hard-cooked eggs may be buried through the middle of the loaf. This surprise meat loaf is fine for picnics.

Meat loaf may be served with a well-flavored tomato sauce.

Try a sauce made with canned cream of mushroom soup. Dilute the mixture with rich milk and heat.

Cooked peas may be added to the mushroom sauce.

CHILI CON CARNE

Utensils: frying pan, sharp knife, measuring cup, measuring spoons, saucepan.

Melt in large heavy frying pan . .	2 tablespoons fat
Add and cook until partially browned	1 pound chopped beef
	1 onion, sliced
Remove seeds and partition membranes and cut into small pieces	1 green pepper
Add to	3 cups tomatoes
	2 cups cooked kidney beans
	1 cup cooked spaghetti *or* rice

Cook for 10 minutes.
Add meat and onion mixture to vegetables.

Season with	¾ teaspoon salt
	1 teaspoon chili powder

Cook over direct heat for 10 minutes.
Serve.

BARBECUE SAUCE

Barbecue sauce may be prepared and stored in a cool place in a covered container.

Heat	½ cup vinegar
	½ cup catsup
	1 teaspoon chili powder
	¼ cup butter
	¼ cup chopped onion

Stir well.
Do not boil.

BROILED STUFFED FRANKFURTERS

Split frankfurters. Stuff with wedges of cheese. Wrap a slice of bacon around each frankfurter. Fasten bacon ends with toothpick. On a long, pointed green wood stick cook over campfire, or cook the frankfurters in a frying pan over the open fire.

CREAMED DRIED BEEF ON TOAST

Utensils: heavy frying pan, double boiler, measuring cup, measuring spoons, mixing spoon.

Tear into large shreds	¼ pound dried beef
Melt in heavy frying pan	2 tablespoons butter
Cook dried beef in butter until slightly crisp.	
Make bubbling roux in upper part of double boiler using	3 tablespoons butter 2 tablespoons flour
Add	1 cup milk

Place upper part of double boiler in lower part.
Set over direct heat for 10 minutes. Stir sauce frequently.
Add beef to sauce. Serve on triangles of buttered toast.

One-half cup evaporated milk and one-half cup water may be substituted for the one cup of milk.

CITY CHICKEN

Temperature: 350° F. Baking time: about 40–60 minutes

Utensils: skewer, sharp knife, platter, small bowl, egg beater, frying pan, casserole.

Light oven. Set regulator at required temperature.

Ask the meat dealer to cut pork steak and veal cutlets into thin slices. If they are not thin enough you may want to pound them flatter when you get them home. The thickness should be approximately ¼ inch.	
Cut into inch squares	½ pound pork steak ½ pound veal cutlets
Insert a skewer through center of eight squares, alternating pork and veal.	
Shape meat on skewer to resemble drumstick.	
Beat slightly	1 egg
Add	1 tablespoon cold water

Put egg mixture on flat platter. Roll each drumstick in fine bread crumbs, then in egg. Repeat with bread crumbs.
Let drumsticks stand for 10 minutes before cooking.

In frying pan melt	1½ tablespoons fat
Put city chicken into hot fat. Brown on all sides.	
Transfer city chicken to casserole.	
Add	½ cup milk

Cover casserole. Set on rack in preheated oven and bake the required time. After ½ hour baking, remove cover. Continue cooking until meat is tender.

Celery seed or salt, small amount of grated onion or onion juice, few grains grated nutmeg, may be added to mixture.

Many meat dealers prepare city chicken. It may be purchased on the skewers and ready to be cooked.

SPANISH RICE

Utensils: measuring cup, saucepan, colander, sharp knife, frying pan, double boiler or casserole.

Put into large, deep saucepan	2 quarts water 1 tablespoon salt
When water is boiling vigorously drop in slowly	1 cup rice
Let rice boil vigorously 20 minutes.	
Put rice into colander. Let hot water run over rice.	
Peel and slice	1 onion
Add	3 slices bacon
Cook in frying pan until mixture is brown.	
Combine with rice.	
Add	2 cups cooked tomatoes few grains pepper

Transfer to double boiler or to baking dish. Cook 30 minutes.

If Spanish rice is baked in oven have temperature set to 350° F.

RICE RING

Utensils: large saucepan, measuring cup, measuring spoons, colander, ring mold.

Boil rice as directed in preceding recipe.*

After rice has been drained add	2 tablespoons butter
	1 tablespoon chopped green pepper *or* parsley

Pack rice tightly into well-buttered ring mold.
Place mold in steamer over hot water or in oven heated to 300° F.**
When ready to serve unmold the rice ring on a large heated platter.
Fill center with mixture such as creamed chicken or Salmon Wiggle.
Serve at once.

Individual ring molds may be used. The recipe as given will fill one large mold or eight small ones.

CREAMED SALMON

(The amounts as given make 4 servings.)

Utensils: double boiler, measuring cup, measuring spoons, mixing spoon, can opener.

Make bubbling roux in upper part of double boiler using	1 tablespoon butter
	2 tablespoons flour
Add	1 cup milk
Place upper part of double boiler in lower part.	
Set over direct heat for 10 minutes. Stir sauce frequently.	

* Rice is cooked when a grain of it, pressed between the thumb and finger, is entirely soft.

If the rice sticks to the saucepan during the boiling, lift the rice grains with large spoon or large fork.

** A lightly beaten egg may be mixed with the rice before molding it. In that case set the molds in a pan of water when baking them in the oven.

Add, after removing bits of skin and bone.	1½ cups canned salmon
Season with	¼ teaspoon salt
	few grains pepper

Serve.

The amount of seasoning may be increased.

A few drops of lemon juice may be added just before serving.

To make Salmon Wiggle add 1 cup drained, cooked peas after the salmon has been added to cream sauce.

SALMON LOAF

Temperature: 375° F. Baking time: about 35 minutes

Utensils: can opener, lemon reamer, small bowl, egg beater, measuring cup, measuring spoons, small frying pan, baking pan, mixing spoon.

Light oven. Set regulator at required temperature.	
Remove skin and bone from contents of	1 pound-can salmon
Extract from 1 lemon and add . . .	1 tablespoon lemon juice
Beat lightly and add	1 egg
	½ teaspoon salt
	1 cup finely crumbed bread
Make bubbling roux using	2 tablespoons butter
	2 tablespoons flour
Add	1 cup milk

Place upper part of double boiler in lower part.
Set over direct heat for 10 minutes.
Add sauce to salmon mixture. Mix well.
Put into baking pan. Set on rack in preheated oven and bake the required time.

Salmon loaf may be served with cream sauce into which has been put some finely chopped parsley or some cooked peas.

The salmon mixture may be baked in individual custard cups in place of loaf tin.

One-half cup chopped celery may be added to the loaf before baking.

One-half cup cooked green peas may be added to the loaf before baking.

When this is done, omit the peas in the cream sauce which is to be served with the loaf.

TUNA FISH AND NOODLE SCALLOP

Temperature: 375° F. Baking time: about 20–30 minutes

Utensils: large saucepan, measuring cup, measuring spoons, colander, can opener, mixing spoon, double boiler, grater, baking dish.

Put into large saucepan	1 quart water 1 teaspoon salt
When water is rapidly boiling add . .	2 ounces dry noodles
Cook noodles gently for 10 minutes. Drain.	
Flake	¾ cup canned tuna fish
Make bubbling roux in upper part of double boiler using	2 tablespoons butter 2 tablespoons flour
Add	1 cup milk
Place upper part of double boiler in lower part.	
Set over direct heat for 10 minutes.	
Combine noodles, tuna fish, and cream sauce.	
Grate or cube and add	¼ cup cheese
Season to taste.	
Put in casserole. Cover with	freshly crumbed day-old bread
Dot with	butter

Set casserole on rack in preheated oven and bake the required time or until top is brown.

Canned salmon may be substituted for the canned tuna fish.

Cooked macaroni or spaghetti or cooked rice may be substituted for the cooked noodles.

QUICK BREADS AND HOT BREADS

DROP BAKING–POWDER BISCUITS

(The amounts as given make 12 small biscuits.)

Temperature: 450° F. Baking time: about 12–15 minutes

Utensils: mixing bowl, flour sifter, measuring cup, measuring spoons, mixing spoon, pastry blender, baking sheet.

Light oven. Set regulator at required temperature.

Sift and then measure	2 cups sifted all-purpose flour
Add	3 teaspoons baking powder
	½ teaspoon salt
Sift again.	
Cut into dry ingredients, using pastry blender	4 to 5 tablespoons fat
Stir into above mixture	1 cup milk (about)

Continue stirring only long enough to mix ingredients thoroughly.

Clean bowl of mixing spoon so no batter is clinging to it. Dip spoon into batter. Fill bowl with batter and drop batter onto baking sheet. Repeat.

Set baking sheet on rack in preheated oven. Bake the required time.

Do not put drop biscuits so close together that they will run into one another during baking. Try to have the same amount of dough for each biscuit.

SHAPED BAKING–POWDER BISCUITS

(The amounts as given make 12 small biscuits.)

Temperature: 450° F. Baking time: about 12–15 minutes

Utensils: mixing bowl, flour sifter, measuring cup, measuring spoons, mixing spoon, pastry blender, rolling pin, pastry board, biscuit cutter, spatula, baking sheet.

Light oven. Set regulator at required temperature.

Sift and then measure	2 cups sifted all-purpose flour
Add	3 teaspoons baking powder
	½ teaspoon salt

(Continued on next page)

Sift again.

Cut into dry ingredients, using pastry blender	4 to 5 tablespoons fat
Stir into above mixture	¾ cup milk (about)

Continue stirring only long enough to mix ingredients thoroughly.

Flour pastry board lightly. Put soft dough on board. Knead lightly with tips of fingers for 20 seconds.

Dust rolling pin. Use lightly to roll dough to thickness of ½ inch.

Dip biscuit cutter into flour. Cut biscuit. Repeat process until dough is used. Use spatula to transfer rounds to baking sheet. Place these rounds at least 1 inch apart.

Set baking sheet on rack in preheated oven. Bake the required time.

The pieces of dough which are left after the biscuits have been cut out may be put together, shaped into a ball, flattened, and handled lightly before being cut into additional biscuits.

QUICK COFFEE CAKE

Temperature: 400° F. Baking time: about 30 minutes

Utensils: sifter, measuring cup, measuring spoons, mixing bowl, mixing spoon, small bowl, egg beater, 8-inch square baking pan, small frying pan.

Light oven. Set regulator at required temperature.

Sift and then measure	2 cups sifted all-purpose flour
Add	3 teaspoons baking powder ½ teaspoon salt ¼ cup sugar
Sift again.	
Cut into dry ingredients	⅓ cup shortening
Break into small bowl and beat . .	1 egg
Add to egg	⅔ cup milk

Combine wet and dry ingredients, stirring quickly.

Mix lightly.

Pour soft dough into baking pan.

Melt in frying pan	3 tablespoons butter

Brush top of dough with 1 tablespoon melted butter.

Measure . . . . ¼ cup cracker crumbs
Add . . . . 4 tablespoons sugar
½ teaspoon cinnamon

Sprinkle this topping mixture evenly over surface of coffee cake. Sprinkle remaining 2 tablespoons melted butter over topping.

Set on oven rack in preheated oven. Bake the required time.

MUFFINS

(The amounts as given make 6 or more muffins depending on size.)

Temperature: 425° F. Baking time: about 20 minutes

Utensils: muffin pans, flour sifter, mixing bowl, measuring cup, teaspoon, tablespoon, small bowl, egg beater.

Light oven. Set regulator at required temperature.

Measure . . . . 2½ tablespoons fat

Put in one of muffin-pan wells. Set muffin pan in oven.

Sift and then measure . . . . . 2 cups sifted all-purpose flour
Add . . . . 3 teaspoons baking powder
1 to 2 tablespoons sugar
½ teaspoon salt

Sift into mixing bowl.

Break into small bowl and beat lightly . . . . 1 egg

Add to egg and mix well . . . . 1 cup milk

Pour wet ingredients into dry ingredients.

Remove muffin pan from oven. Put 2 tablespoons melted fat into the mixture.

Stir with mixing spoon, giving 25 to 30 strokes.

Use melted fat remaining in muffin pan to grease all the wells. Pay particular attention to bottom of each muffin-pan well.

Spoon muffin mixture into wells, filling each one two-thirds full. Wipe off any drops of mixture which have fallen on top or the unfilled part of muffin well.

Set muffin pan on rack in preheated oven and bake the required time.

Remove from pan. Serve or set on cooling rack.

Modern methods suggest greasing the bottom and not the sides of each muffin-pan well.

Do not fill pans too full as muffins may spread over the edge in baking.

Variations

After muffin dough has been mixed add ¼ cup chopped, crispy cooked bacon.

After muffin dough has been mixed add 1 cup well-picked-over and drained huckleberries or blueberries. Increase sugar to ¼ cup.

Select small prunes. Steam or cook. Remove pits. Fill each muffin pan partially with batter. Add 1 prune to each muffin. Cover with remaining batter. One-half cup raisins may be substituted for the prunes.

Substitute 1 cup unsifted graham flour for 1 cup sifted all-purpose flour. Increase shortening to 3 tablespoons (3½ tablespoons will be melted, but ½ tablespoon is used for greasing muffin-pan wells).

STEAMED GRAHAM LOAF

Utensils: small bowl, egg beater, measuring cup, measuring spoons, mixing bowl, mixing spoon, molds, steamer.

Break into bowl and beat	1 egg
Add	½ cup molasses
	3 tablespoons butter, melted
	1 cup sour milk
Mix	2 cups graham flour
	1 teaspoon baking soda
	⅓ teaspoon salt
	½ cup seeded raisins

Combine wet and dry ingredients.

Fill well-buttered molds two-thirds full. Cover securely.

Place in perforated part of steamer which has boiling water underneath.

Steam 1 hour. Remove covers from molds.

BANANA BREAD

Temperature: 350° F. Baking time: about 45 minutes

Utensils: measuring cup, measuring spoons, mixing bowl, small bowl egg beater, sieve, lemon reamer, bread tins.

Light oven. Set regulator at the required temperature.

Cream together	½ cup fat
	1 cup sugar
Add after beating	2 eggs
	1½ tablespoons milk
Sieve	3 large bananas
Add	1 teaspoon lemon juice
Combine banana mixture with creamed fat, sugar, and eggs.	
Sift and measure	2 cups sifted all-purpose flour
Add	½ teaspoon baking soda
	1 teaspoon baking powder
	½ teaspoon salt
Sift again.	
Add	1 cup chopped nut meats

Combine dry ingredients with first mixture.
Brush bread tins with thin film of melted fat.
Pour in soft dough. Set on rack in preheated oven.
Bake the required time.

The number of loaves will depend upon the size of the baking tins. If the tins are small the baking time may be somewhat shortened.

BREAD-CRUMB GRIDDLE CAKES

(The amounts as given make 4 servings.)

Utensils: measuring cup, measuring spoons, double boiler, small bowl, egg beater, sifter, griddle, pancake turner.

Heat in a double boiler	¾ cup milk
Crumb until very fine	¾ cup day-old bread
Do not use crusts.	
Add bread crumbs to milk.	

(Continued on next page)

Add	1 tablespoon butter
Beat and add to softened crumbs . .	2 eggs
Sift and measure	¼ cup sifted flour
Add	¼ teaspoon salt
	2 teaspoons baking powder

Sift dry ingredients again.
Add to bread-crumb mixture. Stir well.
Grease griddle with light film of salt-free fat.
Drop griddle-cake mixture from tip of spoon onto greased griddle. When griddle cake looks puffy and the surface is full of holes use pancake turner to turn the griddle cake to cook on the other side.

Do not allow the fat on the griddle to become smoking hot. Do not drop the griddle cakes so close together that they run into one another when they cook on the griddle. Serve with butter and maple sirup or table sirup.

SALADS AND SALAD DRESSINGS

FRENCH DRESSING *

(The amounts as given make 3 cups.)

Utensils: measuring cup, measuring spoons, mixing bowl, lemon reamer, rotary beater *or* electric mixer.

Measure and put into bowl	⅓ cup sugar
	1 teaspoon salt
	1 teaspoon paprika
	1 teaspoon celery salt
	few grains pepper
Add	½ cup oil
Mix well.	
Add alternately and slowly into first mixture, while beating continuously . .	½ cup lemon juice
	¼ cup vinegar
	1½ cups oil

* Reprinted through the courtesy of Mrs. Alma Miller, food director, Women's City Club, Cleveland.

SHAKER DRESSING

Utensils: fruit jar with cover, measuring cup, measuring spoons.

Combine . . . . 1 teaspoon dry mustard
few grains cayenne
1 teaspoon salt

Add . . . . ⅔ cup condensed milk

Put into fruit jar.

Add . . . . ⅓ cup vinegar
½ cup oil
1 egg yolk

Fasten top of jar in place. Shake jar vigorously for 2 minutes or until ingredients are thoroughly mixed.

Chill before using.

COOKED SALAD DRESSING

Utensils: measuring cup, measuring spoons, small bowl, egg beater, double boiler.

Measure and mix . . . . 2 tablespoons sugar
¾ teaspoon salt
2 tablespoons flour
½ teaspoon dry mustard

Beat . . . . 1 egg *or* 2 egg yolks

Combine dry ingredients with egg. Mix well.

Add gradually . . . . ¾ cup milk
¼ cup mild vinegar

Place in upper part of double boiler.

Place upper part of double boiler in lower part. Set over direct heat. Cook, stirring constantly until the mixture thickens.

Add . . . . 2 tablespoons butter

Strain if mixture seems lumpy.

Cool.

Cooked salad dressing is a variation of soft custard, using less sugar, some butter. Vinegar replaces part of the milk.

GREEN SALAD BOWL

This particular salad may be called a "spring salad," a "chef salad," or a "tossed salad." The ingredients vary with what you have on hand.

In preparing the greens follow this rule:

Wash, drain, and crisp all salad greens. With kitchen scissors cut them into large shreds of convenient size for serving. Place them in a large salad bowl. Dress with French dressing, using a salad spoon and fork to toss the vegetables up and down until they have become thoroughly coated with the well-flavored French dressing.

Combinations which are suggested are:

Leaf lettuce, watercress, curly endive, tomato.

Leaf lettuce, sliced cucumber, sliced green pepper rings, sliced Bermuda onions.

Shredded head lettuce, thinly sliced raw carrot, raw cauliflower, raw celery root, hard-cooked eggs cut into eighths.

To open a head of lettuce follow this rule:

Use a sharp knife to cut out stem end of head lettuce. Now hold lettuce, cavity up, under the cold-water faucet. Turn the water on gently. The force of the water makes the leaves separate without breaking them. It is nice to know this trick in salad making when the unbroken lettuce leaves are used to hold the other ingredients; for example, in tomato, Waldorf, banana and peanut salads.

TOMATO SALAD

Select firm tomatoes. Peel, using method suggested on page 180. Chill.

From this point on, the forms which the tomato salad may take are varied:

Tomatoes may be hollowed, seasoned lightly with salt, refilled with chopped tomato pulp and chopped cucumber.

Tomatoes may be hollowed, filled with chicken salad, tuna-fish salad, or potato salad.

Tomatoes may be hollowed, filled with cottage cheese and chopped chives.

Tomatoes may be cut near the stem end to resemble flower petals when the cut sections are pressed open.

Tomatoes may be sliced, served with French dressing.

Tomatoes may be sliced or quartered and combined with other vegetables such as cucumber and celery.

COLE SLAW

Utensils: chopping bowl, chopping knife, measuring cup, measuring spoons.

Remove and discard wilted outer leaves and core of cabbage.

Chop very fine enough cabbage to make	3 cups finely chopped cabbage
Combine	1 teaspoon salt
	2 tablespoons sugar
	½ cup thick sour cream
	¼ cup vinegar

Mix well.
Pour over cabbage. Mix well.
Serve soon after preparing.

WALDORF SALAD

Utensils: paring knife, salad bowl.

Wash, pare, core, cut into small dice, enough apples to make . . .	1 cup diced apples
Wash and dice enough celery to make	1 cup diced celery
Add, after chopping coarsely	¼ cup walnut meats
Add	¾ cup cooked salad dressing

Mix well.
Chill.
Serve on lettuce.

When red-skinned apples are used, leave the skins on. The color makes the salad most attractive.

BANANA AND PEANUT SALAD

Utensils: silver knife, chopping bowl and knife, mixing spoon.

Place on each individual salad plate	2 washed and drained lettuce leaves
Place on lettuce leaves . . .	peeled banana, split lengthwise
Sprinkle on bananas	chopped roasted peanuts
Add desired	salad dressing

JELLIED RAW–VEGETABLE SALAD

Utensils: mixing bowl, measuring cup, measuring spoons, sharp knife, lemon reamer, chopping bowl and knife, salad mold or molds.

Into mixing bowl put contents of . . .	1 package lime-flavored gelatin
Add	1 cup hot water
Stir until gelatin is dissolved.	
Add to gelatin	¾ cup cold water
	2 tablespoons lemon juice
	2 tablespoons vinegar
	⅛ teaspoon salt
Let mixture chill until partially thickened.	
Wash and slice enough radishes to make	½ cup sliced radishes
Wash and dice enough celery to make .	½ cup diced celery
Chop enough cabbage to make . . .	½ cup chopped cabbage

When gelatin mixture is partially thickened add vegetables. Mix well.
Moisten mold or molds with cold water.
Pour salad mixture in. Chill until firm.

To unmold a gelatin salad dip mold up to its edge in warm water. Loosen edge of gelatin mixture slightly with pointed knife. Place serving plate on top of mold. Invert, holding plate firmly and close to mold. Raise one side of mold slightly to let air in. Give mold a sharp shake.

PEAR SALAD IN GELATIN

(The amounts as given make 4 servings.)

Utensils: measuring cup, measuring spoons, mixing bowl, lemon reamer, molds.

Measure . . . . ¼ cup cold water
Sprinkle over top . . . . 1 tablespoon granulated gelatin
Let stand until softened.
Pour over gelatin . . . . ¾ cup boiling water
When gelatin is dissolved add . . 2 tablespoons sugar
½ cup pear juice, canned
3 tablespoons lemon juice
Chill mixture.
Pour small amount of mixture into four individual molds.
When gelatin in molds is partially stiffened place in each mold an inverted pear half, using . . . 4 pear halves
Pour remainder of gelatin mixture over pear to fill each mold. Chill.
When firm unmold on lettuce leaves.*
Garnish with . . . . whole nut meats *or* cubes of cream cheese
Serve with . . . . French dressing

SUNSHINE SALAD

Utensils: measuring cup, measuring spoons, grater, mold.

Into mixing bowl put contents of 1 package lemon-flavored gelatin
Pour over this . . . . 1 cup hot water
Stir until gelatin is dissolved.
Add to gelatin . . . . ½ cup grapefruit juice
¼ cup vinegar
1 teaspoon salt
Chill until slightly thickened.
Grate, after washing, enough raw carrots to make . . . . . 1½ cups grated carrot
Add . . . . ½ cup diced grapefruit sections
Add these to slightly thickened gelatin mixture.
Pour into large or individual molds.
Chill until firm. Unmold.*
Serve as desired.

Substitute canned grated pineapple and juice for fruit and juice.

* See method of unmolding, page 344.

POTATO SALAD

When making potato salad you may add any or all of the following ingredients to the cooked potato cubes:

Hard-cooked egg, diced cucumber, diced celery, shredded green pepper, grated onion, sliced radishes, fresh tomato.

The amounts of these ingredients will depend upon what you have on hand or the amount of cooked potato with which you started.

Assuming that you have cooked six medium-sized potatoes in boiling salted water and have then cut them into cubes, you may use a total of 1 cup of any one or a combination of the ingredients listed above.

The mixture may be combined with cooked dressing, or with mayonnaise, or with a combination of French dressing and cooked salad dressing, or with French dressing and mayonnaise.

Do not stir the mixture so much that the salad becomes messy. Use at least one brilliant color — red or green or yellow — to accent the ivory-whiteness of the potato. Be sure to cook the potatoes in water which has been salted. In no other way can you have a well-flavored potato salad.

Line salad bowl with lettuce leaves or place them around edge of salad.

Garnish potato salad with a large daisy made from hard-cooked eggs. Cook eggs and shell them. Cut into halves lengthwise. Remove yolk. Cut whites into long petal-like slices. Make a yellow center of sieved yolk.

SALMON OR TUNA-FISH SALAD

Utensils: can opener, sharp knife, measuring cup, mixing spoon, salad bowl.

Measure, after opening can . . .	2 cups canned tuna fish
Flake.	
Wash, dice enough celery to make .	1 cup diced celery

Measure	½ cup cooked peas
Cut into small pieces	2 hard-cooked eggs
Combine tuna fish, celery, peas, hard-cooked eggs with . . .	mayonnaise *or* cooked salad dressing
Put into lettuce-lined salad bowl.	
Garnish with	ripe olives *or* green olives salad dressing

In combining ingredients do the work very lightly in order to prevent the salad from becoming messy.

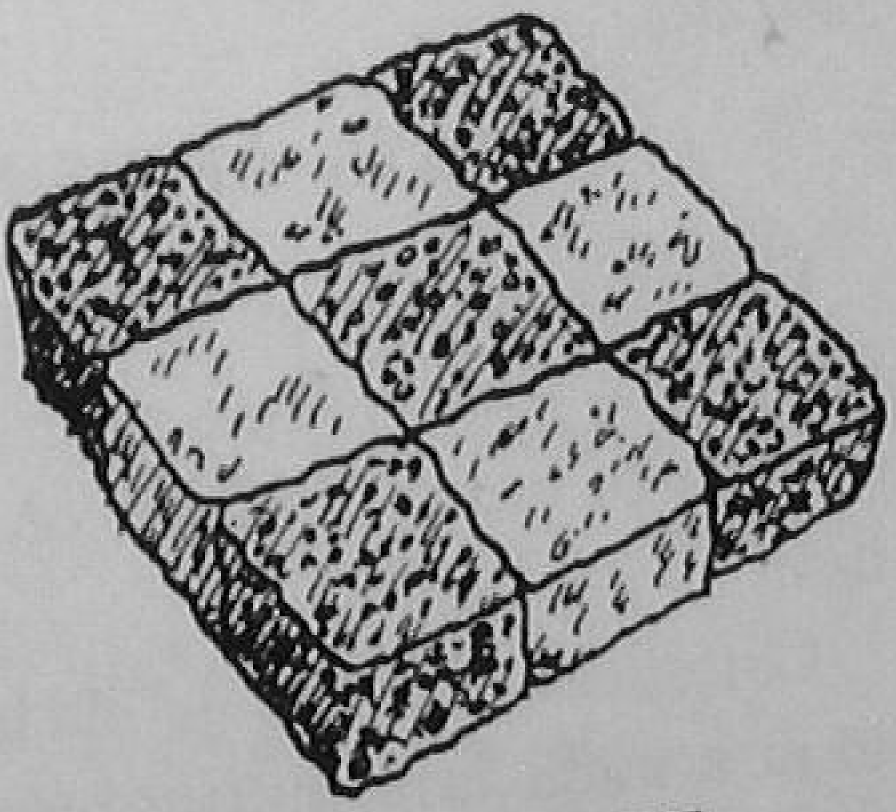
SANDWICHES

Directions for making sandwiches will be found on pages 146–148. Varieties of fillings will be found on page 349.

RIBBON SANDWICHES

This sandwich uses 3 slices of bread. Cut crusts from bread. Use 2 slices entire-wheat flour bread and 1 of white bread. Cut slices ½-inch thick. Spread with softened butter. Place the 3 slices together having the entire-wheat bread on the top and on the bottom with the white bread slice in between. Place under a weight to press the slices firmly together. Then cut down, making each sandwich ¼-inch thick.

MOSAIC SANDWICHES

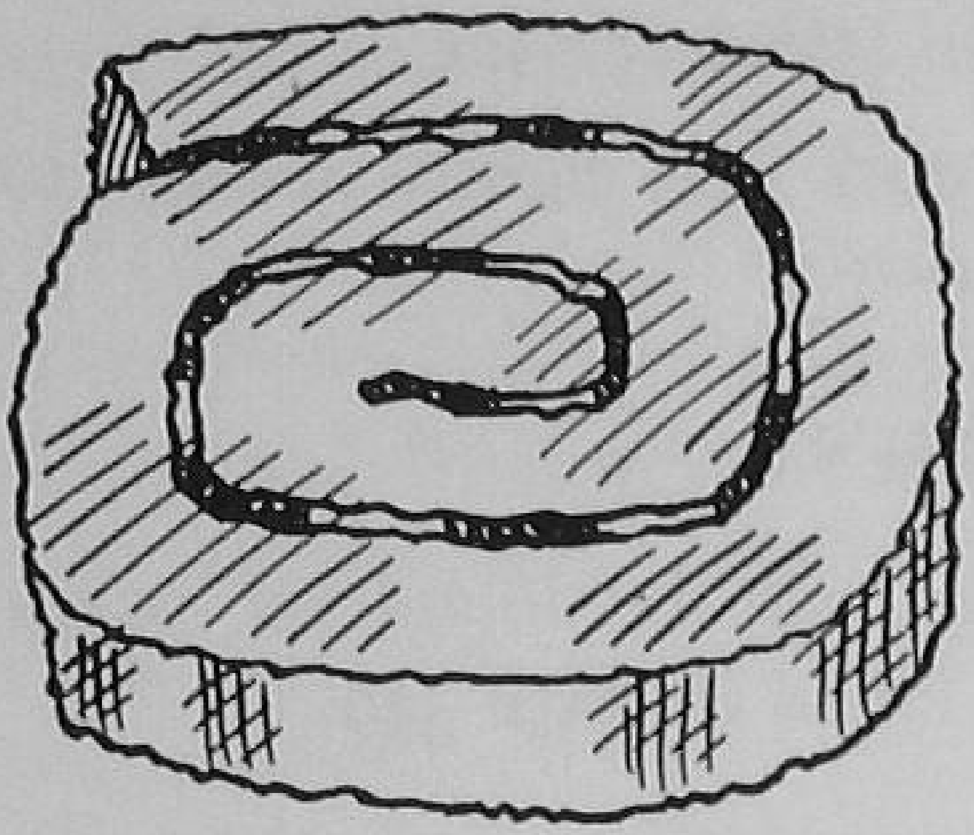

MOSAIC SANDWICH

Use 9 slices of bread — 5 of entire-wheat bread, 4 of white bread. Cut and butter as for ribbon sandwiches. Make two sandwiches with the entire-wheat bread on top and bottom and the white between, and one sandwich with the white on top and bottom and the entire wheat between. Cut each one of these three sandwiches into strips. Make the strips ½-inch wide. Take 3 of these half-inch-wide strips. Butter them. Place together so that a square of white bread is opposite a square of entire wheat. Put under weight.

At serving time slice down into sandwiches ¼-inch thick. The finished sandwich resembles a checkerboard.

PINWHEEL SANDWICHES

Remove crusts from loaf of bread. Slice into lengthwise slices ¼ inch thick. Butter the entire surface. Prepare a filling of cream cheese and one of deviled ham or of pimiento purée. Using a spatula, spread the slice with 2-inch-wide strips which extend from the top to the bottom. Alternate a strip of cream cheese with one of deviled ham or pimiento, then a strip of cream cheese, then one of the other filling, and so on. Roll the full length of the slice. Wrap in paraffin paper to hold the roll tightly. At serving time slice down through the roll using a sharp knife.



PINWHEEL SANDWICH

PIMIENTO PURÉE BUTTER

To ½ cup softened butter add ¼ cup finely ground or sieved canned pimiento. Set over pilot light or very low fire. Stir and blend the two mixtures.

WAYS OF USING BAKED BREAD

Cut slices of bread ½ inch thick. Use a doughnut cutter to cut rounds. Butter these generously on top. Place on baking sheet in oven to brown. Put one on top of each serving of a creamed dish.

Cut slices of bread ¼ inch thick. Remove crusts. Cut slice to fit a waffle iron. Butter bread on both sides. Heat waffle iron. Place bread between upper and lower part of iron. Toast "waffle" until golden brown. Serve with salad.

Remove top, side, and end crusts from loaf of bread. Make a lengthwise cut down the center of the loaf cutting almost to, but not through, the bottom crust. Make eight crosswise cuts almost

to bottom crust. (This gives sixteen servings.) Brush cut surfaces generously with melted butter. Set loaf in pan in 450° F. oven to brown. Let stay approximately 12 minutes. Serve with a green salad.

Mash one clove of garlic. Add to melted butter. Use in place of plain butter in preceding recipe. Serve with soup or salad.

SANDWICH FILLINGS *

Minced boiled ham, chopped sweet cucumber pickles.
Thin slices of roast beef, horseradish.
Chopped crisp bacon, pickle, mayonnaise.
Chopped hard-cooked egg, green pepper, mayonnaise.
Baked beans, catsup, mayonnaise.
Sliced tongue, dill pickle.
Chicken salad, mayonnaise.
Boned sardines, mustard (for rye bread).
Minced shrimps, anchovy paste, mayonnaise.
Minced salmon, sliced cucumber, tartare sauce.
Minced tuna fish, chopped celery, mayonnaise.
American cheese, dill pickle sliced thin.
Cream cheese, chopped olives.
Cream cheese, chopped chives.
Cream cheese, dates.
Cream cheese between orange bread slices.
Cream cheese, currant jelly.
Swiss cheese, mustard (for rye bread).
Cream cheese, preserved ginger, chopped English walnuts.
Chopped green peppers, sour pickles, celery, salad dressing.
Sliced cucumbers marinated, chopped chives.
Orange marmalade between steamed brown bread slices.
Grape conserve, thin slices banana.
Orange marmalade, chopped nuts.
Grated sweet chocolate, preserved ginger.
Chopped steamed prunes, walnuts, lemon juice.
Whipped cream, chopped figs between lady fingers.

* Reprinted through the courtesy of Little, Brown and Company, taken from "Patty Pans," by Florence La Ganke Harris, copyright, 1931.

SOUPS

CREAM-SOUP VARIATIONS

Use these proportions in making cream soups:

1 to 1½ cups vegetable purée combined with 1½ to 2 cups thin cream sauce.

Experiment with various flavorings. For example:

A small piece of bay leaf cooked with the tomatoes before they are sieved for a purée.

A few grains of nutmeg grated on top of cream of green peas or spinach soup.

A few grains of summer savory added to cream of green bean soup.

Experiment with different garnishes. For example, finely chopped parsley, finely chopped chives, whipped cream salted slightly and blended with small amount of pimiento purée.

Experiment with combinations of the commercially canned cream soups, to make a new soup. See page 174.

CREAM OF CELERY SOUP

(The amounts as given make 4 servings.)

Utensils: paring knife, saucepan, sieve, double boiler, mixing spoon, measuring cup, measuring spoons.

Wash and cut into pieces enough outer stalks and leaves of celery to make .	2 cups finely cut celery
Add	1 cup boiling water
	¼ teaspoon salt
Cook until celery is tender.	
Put mixture through purée sieve.	
Make bubbling roux in upper part of double boiler using	2 tablespoons butter
	2 tablespoons flour
Add	2 cups milk

Place upper part of double boiler in lower part. Set over direct heat for 10 minutes. Stir sauce frequently.
Combine celery purée and cream sauce.
Season to taste.

CREAM OF POTATO SOUP

Utensils: saucepan, paring knife, sieve or potato masher, measuring cup, measuring spoons, double boiler.

Wash, pare, cut into slices	3 medium-sized potatoes
Add	3 cups water
	2 slices onion
	1 teaspoon salt
	1/8 teaspoon pepper
Mash or sieve the vegetables when soft.	
Measure	1 1/2 cups potato purée
Make bubbling roux in upper part of double boiler using	1 1/2 teaspoons flour
	3 tablespoons butter
Add	3 cups milk

Place upper part of double boiler in lower part. Set over direct heat. Stir sauce frequently.
Combine potato purée and cream sauce. Add more salt if needed.

TOASTS

PLAIN TOAST

Cut day-old bread into slices 1/3 to 1/2 inch thick. Try to cut even slices so they are not thicker at one end than the other. Do not remove the crusts. Watch the bottom of the loaf being sure to cut off any label that may have been applied in the bakery.

Bread may be toasted in an electric toaster, which may or may not have a regulator to determine the degree of brownness of the toast. Bread may be toasted in the broiler rack. Bread may be toasted over direct heat on top of the stove. Only in the automatic electric toaster can the bread be left without watching while it is being toasted.

CINNAMON TOAST

(The amounts as given make 4 servings.)

Utensils: bread knife, toaster, spatula, teaspoon, tablespoon.

Cut into ¼-inch thickness . . .	4 slices day-old bread
Combine	¼ cup sugar
	2 teaspoons powdered cinnamon
Toast bread lightly on both sides.	
Spread while toast is still hot with	1 tablespoon soft butter
Sprinkle thickly with cinnamon-sugar mixture.	
Set under broiler flame until sugar topping is bubbling.	
Cut slices into narrow strips or triangles.	
Serve hot.	

Orange toast is made by substituting 2 teaspoons grated orange peel for cinnamon. After the sugar and peel mixture is spread on the toast sprinkle on each slice a few drops of orange juice. The toast is put under the broiler flame until the topping is bubbling. Before serving, the toast is cut into triangles or slender strips.

MILK TOAST

(The amounts as given make 1 serving.)

Utensils: saucepan, measuring cup, bread knife, toaster, egg beater.

Cut into ½-inch slices	2 slices day-old bread
Toast well on both sides.	
Heat in saucepan	1 cup milk
Beat lightly	1 egg
Pour milk slowly over egg, stirring constantly.	
Add	few grains salt
Pour hot mixture over toasted bread which has been broken into small pieces and placed in serving bowl.	

FRENCH TOAST

(The amounts as given make 4 servings.)

Utensils: deep bowl, measuring cup, measuring spoons, bread knife, small bowl, egg beater, frying pan or griddle, pancake turner.

Beat without separating yolk from white .	2 eggs
Add	1 cup milk
	1 tablespoon sugar
	1/8 teaspoon salt
Cut into ½-inch-thick slices	4 slices day-old bread
Pile slices on top of one another in deep bowl.	
Pour liquid over.	
Turn the slices at intervals to moisten them completely.	
Place griddle or large, heavy frying pan over direct heat.	
Melt on griddle or in pan	2 teaspoons butter

Pan-fry the slices of bread, first on one side and then on the other, until they are a golden brown.

Serve hot with maple sirup.

French toast may be served with a mixture of powdered sugar and cinnamon in place of sirup. It may be served with marmalade and strawberry jam and slices of well-cooked bacon.

Add 1 teaspoon grated orange rind to egg-milk mixture to vary the flavor.

VEGETABLES

RICED CARROTS

Utensils: saucepan, sharp knife, potato ricer.

Wash and cook carrots in rapidly boiling salted water; or bake them in a tightly covered casserole which is set in a 300° F. oven.

After cooking remove the skin, put the carrots through a potato ricer, add a little butter.

Serve hot and fluffy.

BUTTERED VEGETABLES

Cooked vegetables such as carrots, cauliflower, green beans, young beets, may be seasoned with butter. A few drops of lemon juice may be added if desired.

In preparing buttered vegetables the cooking liquid — if there

is any left on the vegetable — should be drained and set aside for use in gravies or soups. To the hot drained vegetable is added the butter which will be melted by the heat of the vegetable.

ESCALLOPED CARROTS

(The amounts as given make 4 to 6 servings.)

Temperature: 375° F. Baking time: about 25–30 minutes

Utensils: heavy frying pan, measuring cup, measuring spoons, paring knife, grater, baking dish.

Cook in heavy frying pan until partially done	6 strips bacon
Remove bacon.	
Make bubbling roux in upper part of double boiler using	3 tablespoons bacon fat
	3 tablespoons flour
Add	1½ cups milk
	¼ teaspoon salt
	⅛ teaspoon pepper
	⅓ cup grated cheese
Place upper part of double boiler in lower part.	
Set over direct heat for 10 minutes. Stir sauce frequently.	
Measure after slicing	4 cups sliced cooked carrots
Butter baking dish. Place alternate layers of sliced carrots and cheese sauce in it.	
Sprinkle top with	½ cup bread crumbs

Place partially cooked strips of bacon on top.

Set baking dish on rack in preheated oven and bake the required time.

HARVARD BEETS

(The amounts as given make 4 servings.)

Utensils: can opener, measuring cup, measuring spoons, double boiler.

Cook or use canned variety	12 medium-sized beets
Mix	⅓ cup sugar
	½ tablespoon cornstarch
	⅛ teaspoon salt
	¼ cup water
	¼ cup vinegar
Mix in upper part of double boiler. Stir while cooking over direct fire.	
Continue cooking until mixture looks transparent.	
Add beets.	
Add	2 tablespoons butter
	few grains nutmeg
Let stand over hot water until serving time.	

CREAMED POTATOES

(The amounts as given make 4 servings.)

Utensils: paring knife, saucepan, measuring cup, measuring spoons, mixing spoon, double boiler.

Wash, pare, cut into quarters	4 medium-sized potatoes
Cover with	1½ cups boiling water
Add	¼ teaspoon salt
Set over direct heat.	
Cook until potatoes are soft when pierced with a kitchen fork. Remove from fire.	
Drain.	
Cut potatoes into neat cubes.	
Make bubbling roux in upper part of double boiler using	4 tablespoons butter
	3 tablespoons flour
Add	2 cups milk
Place upper part of double boiler in lower part.	
Set over direct heat for 10 minutes. Stir sauce frequently.	

(Continued on next page)

Season with	salt few grains pepper

Pour sauce over cubed potatoes.

Garnish with	parsley

The amount of salt needed in the cream sauce is dependent upon the saltiness of the boiled potatoes.

If left-over baked potatoes are used the cream sauce will require more seasoning.

One cup canned consommé or bouillon may be substituted for one cup milk.

Smoked hickory salt, finely chopped pimiento, or green olives may be added to the creamed potatoes when served.

CREAMED GREEN PEAS (QUICK-FROZEN)

Utensils: saucepan, double boiler, measuring cup, measuring spoons, mixing spoon.

Bring to boil	amount water specified on package
Add	amount salt specified on package
Open package of, and put while still solidly frozen into boiling water . . .	green peas
Cook for the time specified on package.	
Make bubbling roux in upper part of double boiler using	1 tablespoon butter 1 tablespoon flour
Add	1 cup milk

Stir well.
Place upper part of double boiler in lower part.
Set over direct heat for 10 minutes.
Combine cooked peas and cream sauce.

Cooked fresh vegetables or other varieties of quick-frozen vegetables may be substituted for peas in the above recipe.

Add 1 tablespoon peanut butter to cream sauce when used with cooked sliced carrots or green beans.

CORN PUDDING

(The amounts as given make 4 servings.)

Temperature: 325° F. Baking time: about 45 minutes

Utensils: can opener, measuring cup, measuring spoons, small bowl, egg beater, small frying pan, casserole.

Measure and put into mixing bowl	1 cup canned corn
Add	½ teaspoon sugar
	½ teaspoon salt
	few grains pepper
	1 cup milk
Beat slightly	1 egg
Melt in small frying pan	1 tablespoon butter

Combine ingredients. Stir.

Pour into casserole.

Set casserole on rack in preheated oven and bake the required time, or until mixture gives the custard test for doneness. (See page 307.)

As usual in baking custards, the casserole may be set in a pan containing approximately 1 inch water.

ESCALLOPED POTATOES

Temperature: 350° F. Baking time: 1½ hours

Utensils: paring knife, casserole, measuring cup, measuring spoons.

Light oven. Set regulator at required temperature.

Wash, pare, and slice	4 medium-sized potatoes
Place a layer in casserole.	
Mix	¼ teaspoon salt
	few grains pepper
	2 tablespoons flour
Mince	1 tablespoon parsley
Sprinkle one half of these ingredients over potatoes in casserole.	
Dot with	1 tablespoon butter
Repeat using remainder of potatoes and other ingredients.	

(Continued on next page)

Blend . . . . 1 cup evaporated milk
1 cup boiling water

Pour over potatoes.

Cover the casserole.

Set in a preheated oven. At the end of one hour remove the cover of the casserole. Continue baking the required time.

BAKED POTATOES

Temperature: 350° F. Baking time: about 50 minutes

Scrub good-sized, evenly formed potatoes. Rub skin with softened fat if desired.

Set on rack in preheated oven and bake the required time.

Sweet potatoes may be scrubbed and baked. Their baking time is less than that for white potatoes.

To test any baked potato for doneness put firm pot holder in palm of hand. Grasp potato. Squeeze lightly. If potato is soft it is done.

STUFFED BAKED POTATOES

Temperature: 350° F., then 450° F. Baking time: about 50 minutes, then about 10 minutes

Utensils: sharp knife, spoon, ricer, bowl, egg beater.

Wash and bake . . . . 4 large potatoes

Test for doneness, see recipe above.

When done cut each potato in halves lengthwise. Scoop out potato pulp. Put through ricer.

To potato pulp add . . . . 2 tablespoons butter
⅓ cup milk
1 teaspoon salt
¼ cup cheese *or* cheese food

Beat until fluffy.

Refill potato shells, heaping mixture lightly.

Set back in hot oven to brown tops.

To make potato fluffier add 1 beaten egg to milk. Or fold in 1 beaten egg white to potato just before refilling the shells.

POTATO BALLS

Temperature: 350° F. Baking time: about 25–30 minutes

Utensils: food chopper, saucepan, paring knife, potato ricer, measuring cup, measuring spoons, grater, bowl, egg beater, baking pan.

Brown in slow oven until crisp, enough bread to make	1 cup fine bread crumbs
Use the food chopper for grinding the browned bread.	
Cook in boiling, salted water	4 potatoes
Mash or put through ricer.	
Add to potatoes	¼ cup butter
	½ cup milk
	⅓ cup grated cheese
Beat well.	
Season to taste.	
Form into balls.	
Beat slightly	1 egg
Add	1 tablespoon cold water
Roll balls in bread crumbs, then in egg, and then in bread crumbs again.	
Place balls in buttered glass baking pan. (Use a shallow one.)	
Pour over each ball	1 teaspoon melted butter
Set pan on rack in preheated oven and bake the required time.	

The potatoes may be pared before cooking or peeled after cooking. Cheese may be omitted if desired. The milk may be heated before being added to the mashed potatoes if desired. Two or three tablespoons water may be placed in the bottom of the pan to keep the potatoes from burning as they bake.

Variation

For sweet potato balls use the above recipe omitting cheese. Stick slivers of salted almonds into the top and sides of the sweet potato balls before placing them in the oven.

ESCALLOPED SPINACH WITH CHEESE

Temperature: 350° F. Baking time: about 25 minutes

Utensils: saucepan, double boiler, measuring cup, measuring spoons, sharp knife, casserole.

Wash 3 or 4 times in warm water .	1 pound fresh spinach
Cook spinach in saucepan for approximately 15 minutes. Add no water. Use that which clings to spinach leaves.	
Add	1 teaspoon salt
Make bubbling roux in upper part of double boiler using	2 tablespoons fat 2 tablespoons flour
Set upper part of double boiler in lower part.	
Add	1 cup milk ½ teaspoon salt ⅛ teaspoon pepper
Cut into small pieces	½ cup cheese *or* cheese food
Cook for 10 minutes.	
Place alternate layers of cooked spinach and cheese sauce in baking dish.	
Cover top with	½ cup buttered bread crumbs

Bake in a 350° F. oven until crumbs are brown.

Answers to Conundrums Found on Page 261

a. range
b. sink
c. fork
d. plate
e. pitcher
f. knife
g. double boiler
h. spoon
i. bowl
j. skillet
k. cup
l. saucer
m. pan
n. spatula
o. rolling pin
p. grater
q. ricer
r. flour sifter
s. egg beater

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Notes About the Making of This Book

The type used in this book is classified as an "old style" face, meaning that there is less variation in weight of stroke than in the so-called "modern" face which shows a greater contrast of thick and thin lines.

The text of the book was set on the monotype machine in a face to which the Lanston Monotype Company has given the Series Number 31 E. It was adapted by Sol. Hess from a face called Bruce Old Style (No. 20), and was originally cut by the George Bruce Foundry as shown in their specimen book of 1869.

In selecting a type for a book, and especially a textbook, the face should be easy to read and pleasant to look at. The various headings and subheadings should be of adequate strength to indicate their relative importance. For a book of this length it was necessary to select a type compact and close-fitting as well. The main text is in 11 point well leaded. Caslon and Antique types have been used for headings and subheadings.